



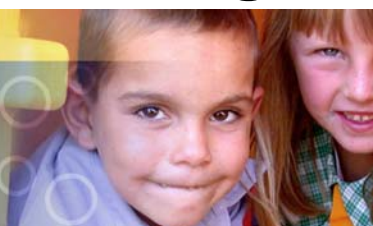
THE  
**le@rning**  
FEDERATION

schools online curriculum content initiative

# LEARNING OBJECTS **Catalogue**



**Studies of Australia**



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APRIL 2007

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## Studies of Australia learning objects

The Studies of Australia online curriculum content includes interactive multimedia learning resources and tools that enable students in years P–10 to learn more about life in Australia.

The learning objects support the study of Australian history, geography, environmental studies, values and cultural studies, with some focus on people in regional and rural areas. Students are invited to interrogate, analyse and synthesise information, think critically, solve problems and make decisions. The learning objects released to date focus on shaping Australia's identity, shaping the future and Australia in the world.

Details of learning objects released to date are provided, in addition to a key graphic representation. An asterisk (\*) on the series title indicates that not all the learning objects in that series have been released. The remaining learning objects will be released progressively.

Some learning objects contain non-TLF content. See the Acknowledgements and Conditions of use in the learning objects for details.

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of learning objects. Contact TLF's Contact Liaison Officer (CLO) in your state, territory, school sector or country for details.

For further information about TLF, learning objects and contact details for CLOs, go to the website at [www.thelearningfederation.edu.au](http://www.thelearningfederation.edu.au).

## Shaping identities

The Shaping identities set of learning objects focuses on helping students understand where different Australian identities originated and how they have been shaped. Students are encouraged to explore a range of temporal, spatial, cultural, economic, environmental, sociopolitical and value perspectives to understand present Australian identities and ways of seeing themselves.

The Shaping identities learning objects released to date have are grouped into the following series.

### Golden fleece (Years P–2)

Students are presented with an unusual and unknown object. Through a series of four activities, they are invited to work out what this object is. At each stage of their interrogation they become increasingly informed.



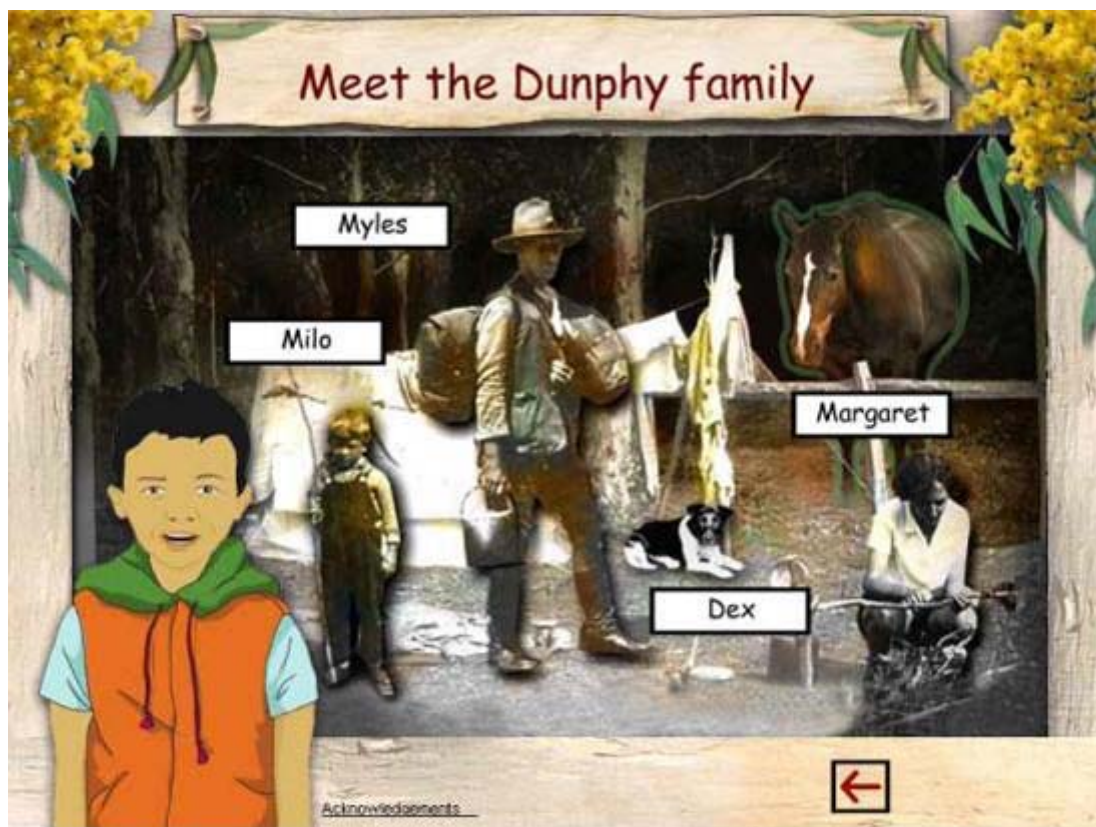
Learning object	LO ID	Years
Golden Fleece	681	P–2

'Golden Fleece' contains non-TLF content. See Acknowledgements in the learning object.

Students discover that the object is the Ferrier wool press, which was manufactured around 1878, and used for over 100 years to compact loose fleeces into bales. They learn that Australia has lots of sheep, that sheep make wool, and that this important industry produces many familiar items.

## National parks (Years P–2)

In the National parks series, students explore some unusual artefacts created by Myles Dunphy, an early Australian bush conservationist.



Learning objects	LO ID	Years
National parks: boots in the bush	669	P–2
National parks: wheels in the bush	932	P–2

This series contains non-TLF content. See Acknowledgements in the learning objects.

In both of these objects young students are assisted by Ben, a young boy in the Blue Mountains region of New South Wales. Ben introduces students to the Dunphy family as they camp in a bushland setting. Myles Dunphy was one of the founders of Australia's Conservation movement in the 1930s. He created some unusual objects to help his family enjoy the Australian bush in more comfort.

### National parks: boots in the bush

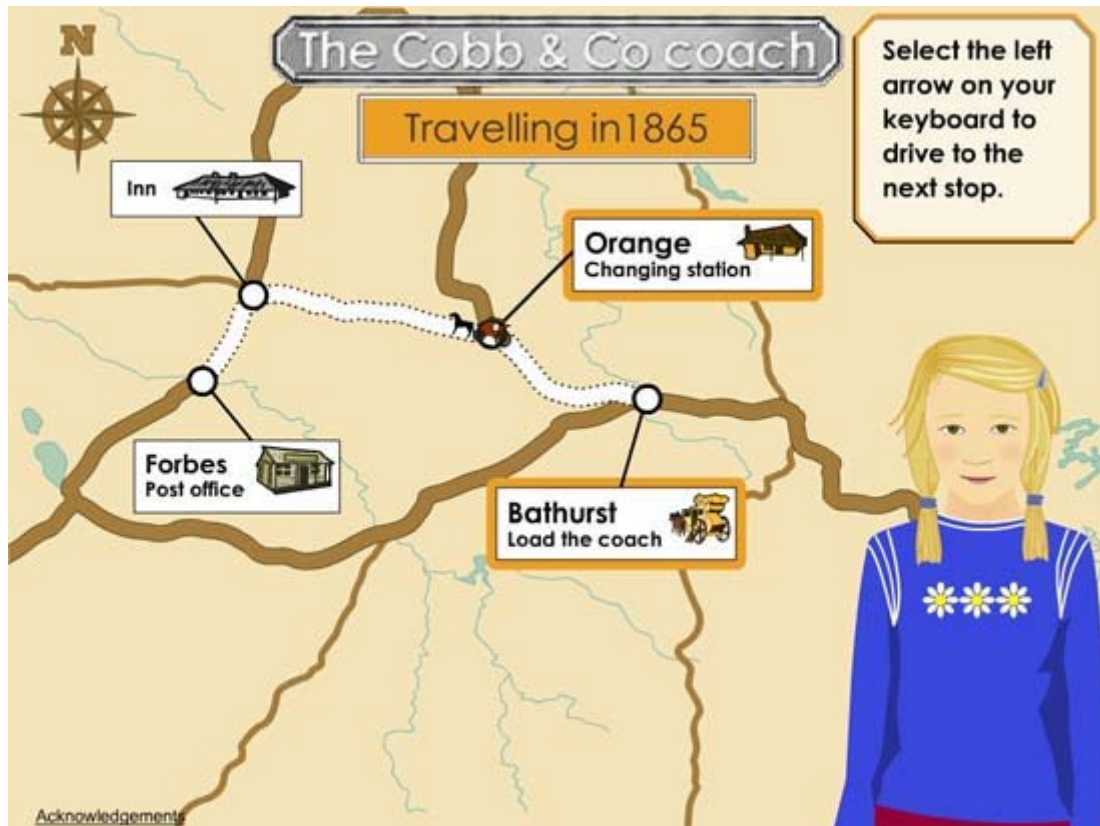
In 'National parks: boots in the bush', students are invited to examine some unusual boots and work out their purpose. The boots are a set of 'dogboots' which Myles Dunphy made for his dog to accompany the family on long bushwalks. As they examine the boots and find out about members of the Dunphy family, students discover the difference between National Parks and other areas. Students are prompted to decide who the boots belong to and receive assistive feedback to complete the identification. Finally, students look at a map showing the major National Parks in Australia.

### National parks: wheels in the bush

In 'National parks: wheels in the bush', students examine a pram customised by Myles Dunphy to take his young son on long bushwalks. The pram unfolds and more information about National Parks is uncovered as the students explore the pram. Finally, students look at a map showing the major National Parks in Australia.

## The Cobb & Co coach (Years P–2)

With the help of an onscreen narrator, students explore how people travelled and sent messages 140 years ago.



Learning objects	LO ID	Years
The Cobb & Co coach	675	P–2

'The Cobb & Co coach' contains non-TLF Content. See Acknowledgements in the learning object.

Students examine a genuine horse-drawn Cobb & Co coach made in the 1860s. Images and narration explain the parts of the coach, such as the roof, wheels, boot and horses, and compare the travelling experience with a similar experience today. Students load the luggage and people onto the coach, then trace the journey of coach passengers, including rest stops, on a mail delivery trip through country New South Wales. Students compare the travel experience with a similar trip on a modern bus, and then see how much faster travel is today using transport such as trains, cars and planes.



## This house\* (Years 3–4)

In the This house series students investigate stories of people who moved from different parts of the world to different regions in Australia, in a range of time periods between the 1850s and 1950s, and learn how the migrants maintained links with their original cultures.

**This house: settling in Port Adelaide**

Inside the house, 1915

Explore the house to find clues about who the objects might belong to.

**Objects**

When you think you know who an object belongs to, move it to the house at the correct period of time.

**Timeline**

To move to a different time, go back outside the house.

1860 1880 1915 1956

**Clover necklace**

This necklace has a design of a clover – a small plant with three or four leaves.

Find out who it belonged to.

**Back**

Learning objects	LO ID	Years
This house: settling in Port Adelaide	2705	3–4
This house: settling in Ballarat	2706	3–4
This house: settling in Broome	2707	3–4
*This house: settling in Darwin	2708	3–4
*This house: settling in MacKay	2709	3–4
*This house: settling in Leichhardt	2710	3–4

\*Learning objects in development.

Each learning object in this series focuses on a house in a different region of Australia. Students explore the life stories of a range of fictional characters who lived in each house during different time periods – from early settlement to the present day. Students find out where the migrants came from, how they got to the particular region of Australia and what they brought with them. Animations, text and sound effects bring the stories to life.

The architectural styles and interior decorations of each house change over time. After exploring each house and the stories of the people who lived there, students use visual and textual clues to match personal memorabilia left in the house to the correct owner. When all the objects have been matched, students answer questions about each of the people to understand why they moved to this part of Australia.

This series encourages students to explore, synthesise and interpret information from a range of sources. A printable table and key graphics are provided to help students summarise and interpret the various migrants' experiences.

Each learning object (house) in this series covers different parts of Australia as well as a different range of migrant groups.

## Gold rush (Years 3–6)

Transplanted to the Ballarat goldfields in 1865, students engage in mining for gold. Their mission is to use limited financial resources to select and buy food, shelter and other requirements related to gold mining at the time so they can complete a successful dig.



Learning object	LO ID	Years
Gold rush: level 1	702	3–4
Gold rush: level 2	680	5–6

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students choose to dig by either alluvial or shaft mining, and must buy a miner's permit, equipment and supplies appropriate for their chosen mining method. Prices are given in pounds and shillings and a currency converter enables students to convert amounts to current dollar values. As they start their dig on the goldfields, students receive feedback advising whether or not their purchases have been appropriate. By completing the learning object students will recognise the challenges that miners faced finding gold, and the importance of the Gold rush era in shaping Australia's population during the mid-to late 1800s.

'Gold rush: level 2' features more complex navigation and calculations.

## Heroes of the air (Years 3–6)

Through perusing the pages of two battered flight logs, students learn about two famous flights made by Charles Kingsford Smith and his aircrew. One is the first trans-Pacific flight in 1928, and the second is the failed trans-Tasman flight of 1935. Content in the flight logs includes photographs, archival moving image and audio files.



Learning object	LO ID	Years
Heroes of the air	682	3–6

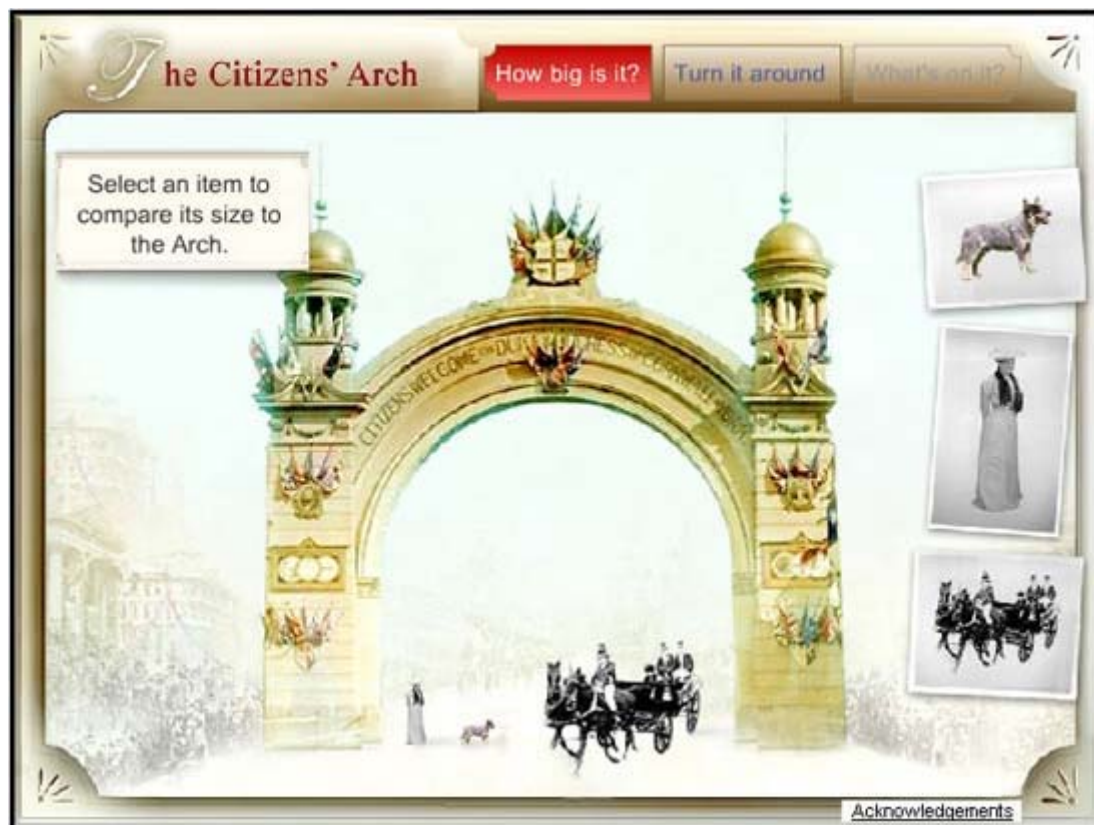
'Heroes of the air' contains non-TLF content. See Acknowledgements in the learning object.

By examining the flight logs, students understand more clearly how isolated Australia was from 'the rest of the world' (Great Britain, Europe and America) at that time. Distance, both domestically and internationally, made communications, trade and transport difficult. The courage and vision shown by Kingsford Smith and his copilots helped shape Australia by conquering that distance. Their efforts also made them heroes in the eyes of the public and helped to instil great national pride. Students 'collect' items from the flight logs as they go in order to make their own multimedia newsreel about the achievements of Australia's early aviators. The newsreel script and images can also be printed.



## Citizens' Arch (Years 3–6)

The Citizens' Arch series explores the Citizens' Arch, which was built in Melbourne in 1901 to celebrate the federation of Australia's six colonies, the opening of Federal Parliament, and a visit from members of the British Royal family.



Learning objects	LO ID	Years
Citizens' Arch: an exploration	671	3–6
Citizens' Arch: build your own arch	672	3–6
Citizens' Arch: Federation celebrations	673	3–6

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Citizens' Arch: an exploration

Students can interactively explore the design and decorations of the 1901 Citizens' Arch. Information about the arch, its symbols, flags and images of British royalty is provided.

### Citizens' Arch: build your own arch

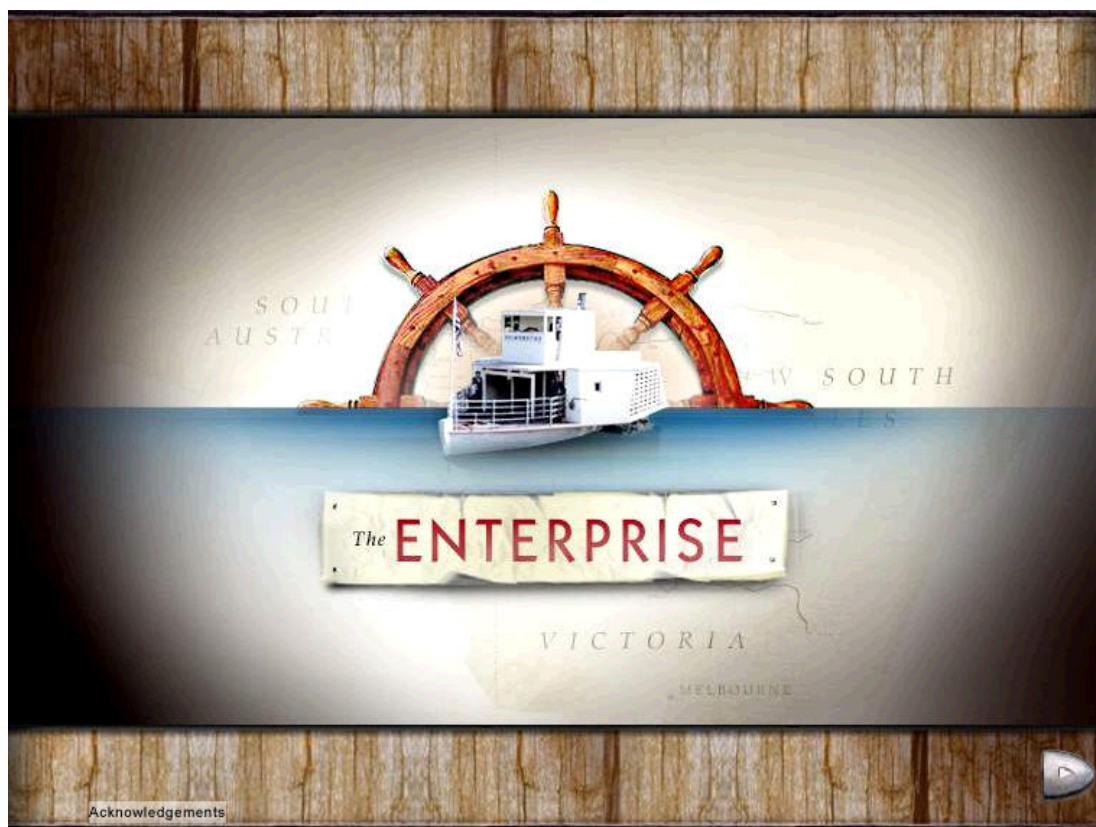
Students first examine the 1901 Citizens' Arch, then design their own arch to represent Australia today. They can choose from a range of flags, portraits and symbols to decorate it. They then compare their new design with the design of the original monument and write an explanation indicating why their design represents modern Australia. Students can print out their design together with the accompanying explanation.

### Citizens' Arch: Federation celebrations

Students examine documents, memorabilia, and original film footage about the 1901 celebration of Federation celebrations. They can also explore a timeline of events leading up to Federation and the election of Australia's first prime minister. They examine flags and maps and showing how the six British colonies in Australia joined to form a new nation.

## The *Enterprise* (Years 3–6)

The *Enterprise* series allows students to explore paddle steamers and their role in trade and transportation along the river system of south-eastern Australia.



Learning objects	LO ID	Years
The Enterprise: paddle steamer on the Murray [Windows version]	679	3–6
The Enterprise: paddle steamer on the Darling [Windows version]	689	5–6

\*This series contains non-TLF content. See Acknowledgements in the learning objects.

### The Enterprise: paddle steamer on the Murray

An introductory map animation situates students along the river systems of south-eastern Australia. The student is then presented with the beautifully restored paddle steamer *Enterprise* on the Murray River in 1890.

Students are introduced to Milly, the *Enterprise* captain's 10-year-old daughter. With her help, they can do the following:

- Investigate the paddle steamer itself:
  - Take a look – examine its construction, materials and purpose
  - Jump inside – explore the interior, kitchens, navigation controls, captain's wheel
  - Drive it – a brief video point-of-view journey behind the captain's wheel
- Examine a map of the river system showing the convergence of the Murray, the Murrumbidgee and the Darling—creating the extraordinary navigable distance of 5,200 km; and identify the numerous townships that rapidly sprang up along the banks as a result of the paddle steamer era.

### The Enterprise: paddle steamer on the Darling

Students are invited to jump inside, grab the wheel and captain the *Enterprise* paddle steamer on a graphically animated trade mission up the Darling River in 1890. Students have to pick up a load of wool from a wharf-side station and deliver it to a waiting British wool clipper. Along the way they need to use the captain's river chart to avoid pitfalls. The chart shows a strip of the Darling River trade route and is covered in scribbled symbols, which

students can understand by consulting a key. By completing the mission, students will see that from 1860 to the early 1900s, paddle steamers turned the rivers of south-eastern Australia into vast highways of transportation and trade. These trade routes allowed Australia's inland economy—especially wool and primary produce industries—and riverside townships to flourish.

## The journey of the *Hong Hai* (Years 3–7)

By visiting a selection of stopping points on the 52-day journey of the *Hong Hai*, students can re-create the dramatic and extraordinary journey of this Vietnamese fishing vessel. The actual instance occurred in 1978 and was the first case of refugee 'boat people' landing on Australia's shores.



Learning objects	LO ID	Years
The journey of the Hong Hai	779	3–4
The journey of the Hong Hai: design a museum exhibition	684	5–7

This series contains non-TLF content. See Acknowledgements in the learning objects.

### The journey of the Hong Hai

At each stopping point students can find different objects that were retrieved from the *Hong Hai* after its arrival in Australia. These objects include a wooden Ba Cau shrine, a Rado watch used for navigation, a guitar, playing cards and the captain's binoculars. Through these objects, students can gain insight into the culture, beliefs and experiences of the refugee passengers.

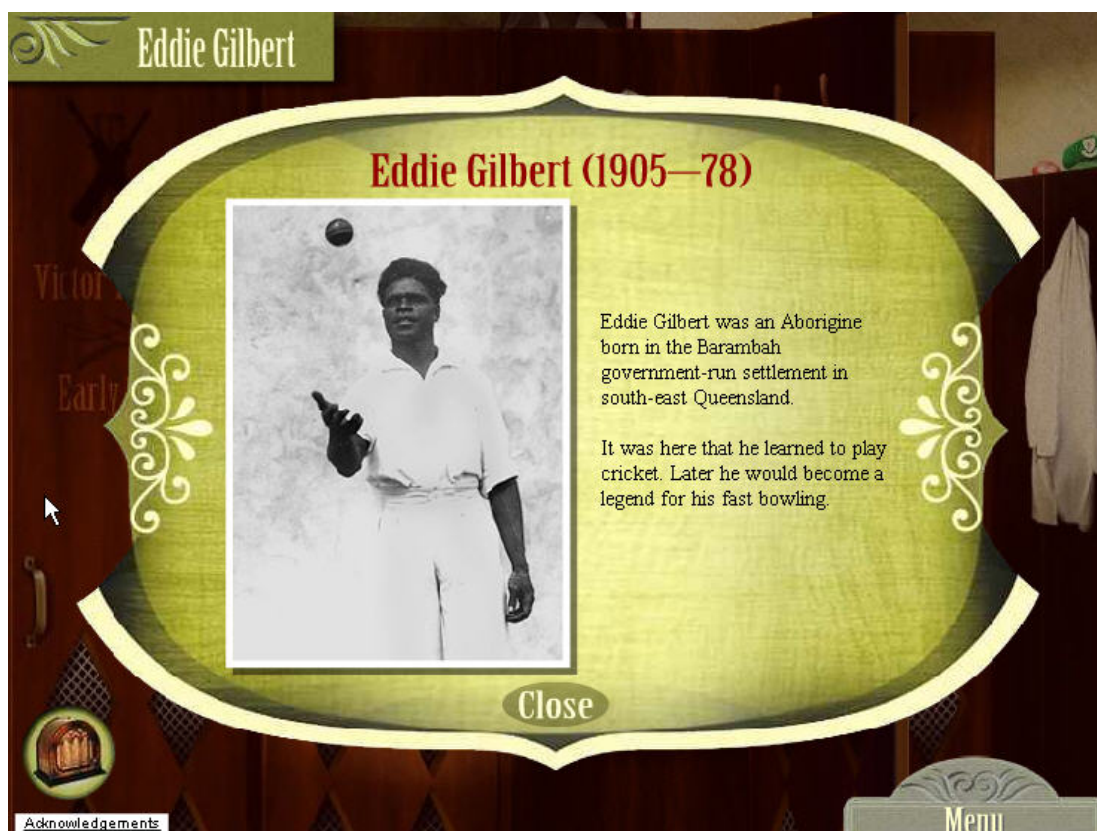
### The journey of the Hong Hai: design a museum exhibition

This learning object follows the same format 'The Journey of the Hong Hai', with students collecting items they see at the stopping points to create their own exhibit about this landmark refugee experience. The exhibition activity requires them to add their own captions to objects and order them according to one of two themes: danger and hardship or courage, determination and hope



## The first golden age of cricket (Years 5–6)

The first golden age of cricket examines the early history of cricket in Australia using research and documentary methods.



Learning objects	LO ID	Years
The first golden age of cricket	683	5–6

'The first golden age of cricket' contains non-TLF content. See Acknowledgments in the learning object.

Students begin by comparing and analysing maps of the former British Empire and current cricketing nations to see how the British Empire influenced where cricket is now played.

Students then look inside lockers in a sports change room from the 1930s to find out about people that first helped Australia become a great cricketing nation. They examine sporting equipment, photographs, text and archival footage about a diverse range of Australian cricketers from the period 1900–40. Students look at women and Aboriginal cricketers, as well as players such as Don Bradman and Victor Trumper.

Students construct a documentary newsreel about Australia's first golden age of cricket in a virtual edit room. Students use text, pictures, audio clips and film clips to describe how Australia became a great cricketing nation. Students can then play their film in a virtual cinema and print out the images and text.

## New homes (Years 5–6)

New homes explores the stories of two 'displaced persons' who migrated to Australia from Europe after the Second World War.



Learning objects	LO ID	Years
New homes	678	5–6

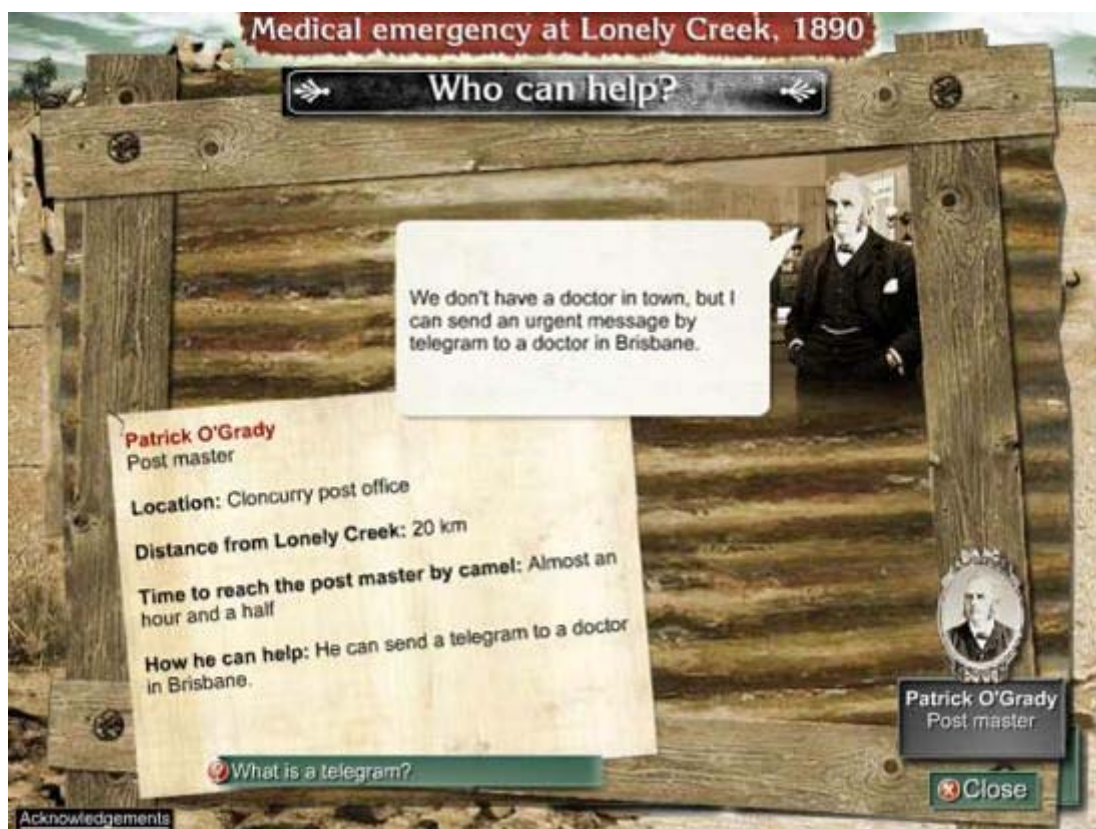
'New homes' contains non-TLF content. See Acknowledgements in the learning object.

Students begin by examining a world map showing the journeys taken by two women from Europe to their new homes in Australia. Students investigate each woman's story through a collection of personal memorabilia and audio describing their backgrounds, including the circumstances of leaving; their skills; how these skills were used or rejected on arrival; and the challenges the women faced in settling in Australia. Students then assemble the artefacts they have investigated to build a museum exhibition about the experience of migration. Students compare the experiences of the two women and group the artefacts under the themes of 'leaving home', 'separation from friends and family', 'skills and work' or a theme they choose themselves.

Students are prompted to consider each item individually to evaluate how each one might fit a theme. Students write descriptions for each artefact and create an exhibition label for each theme before displaying the artefacts in a museum exhibit. Students can then view their collections in the exhibition rooms and print out the text and picture.

## Medical emergency at Lonely Creek (Years 5–6)

Medical emergency at Lonely Creek explores how the 'tyranny of distance' affected the lives of everyday Australians in dealing with medical emergencies.



Learning objects	LO ID	Years
Medical emergency at Lonely Creek	676	5–6

'Medical emergency at Lonely Creek' contains non-TLF content. See Acknowledgements in the learning object.

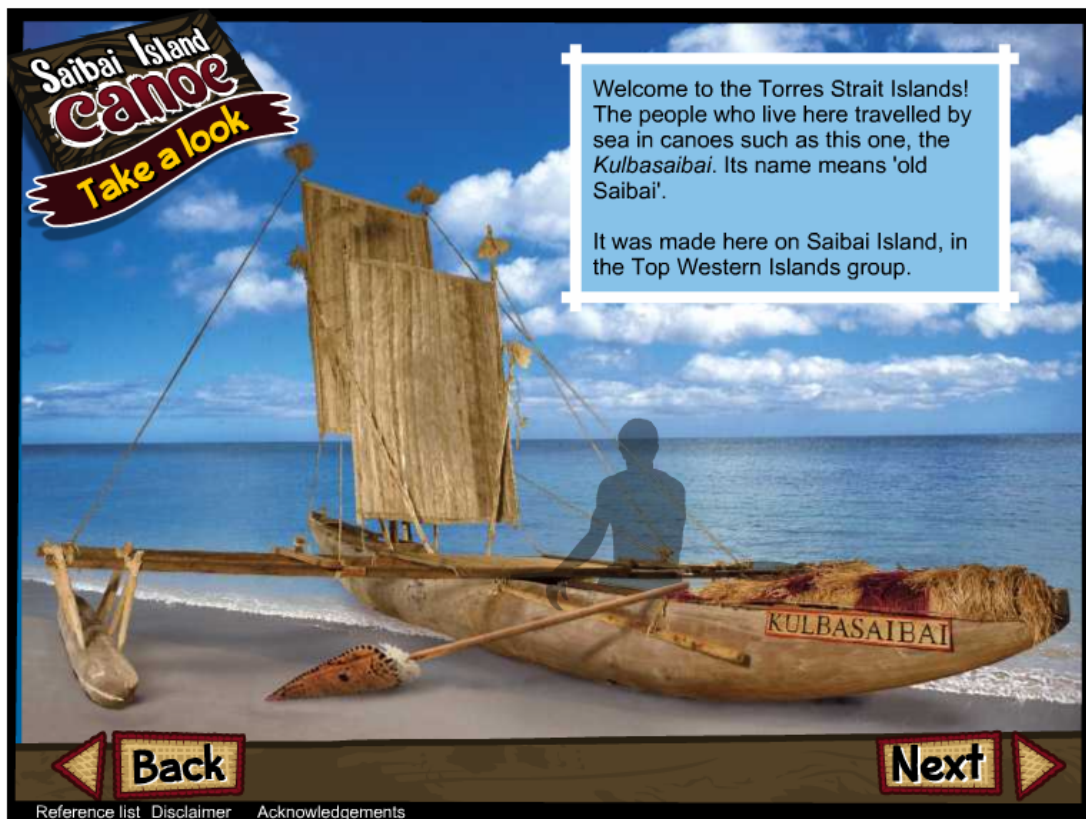
In this learning object, students compare similar medical incidents in an outback location in two time periods. Students are initially presented with a fictional incident in 1890 and are then provided with the various contemporary means to communicate the emergency and travel to get help. Options such as telegraph, horse and buggy, steam train and walking are provided. With guide prompts, students review the distances and travel times for the various options and choose the fastest pathway to medical assistance.

Having successfully provided assistance in the first time period, students then complete a similar task in 1935, showing the difference that the arrival of the Royal Flying Doctor Service made to remote medical emergencies.

Finally, students compare the difference that advances in postal, telephone and radio communications services made in connecting people across the country and helping to develop Australian society.



## Saibai Island canoe (Years 5–6)

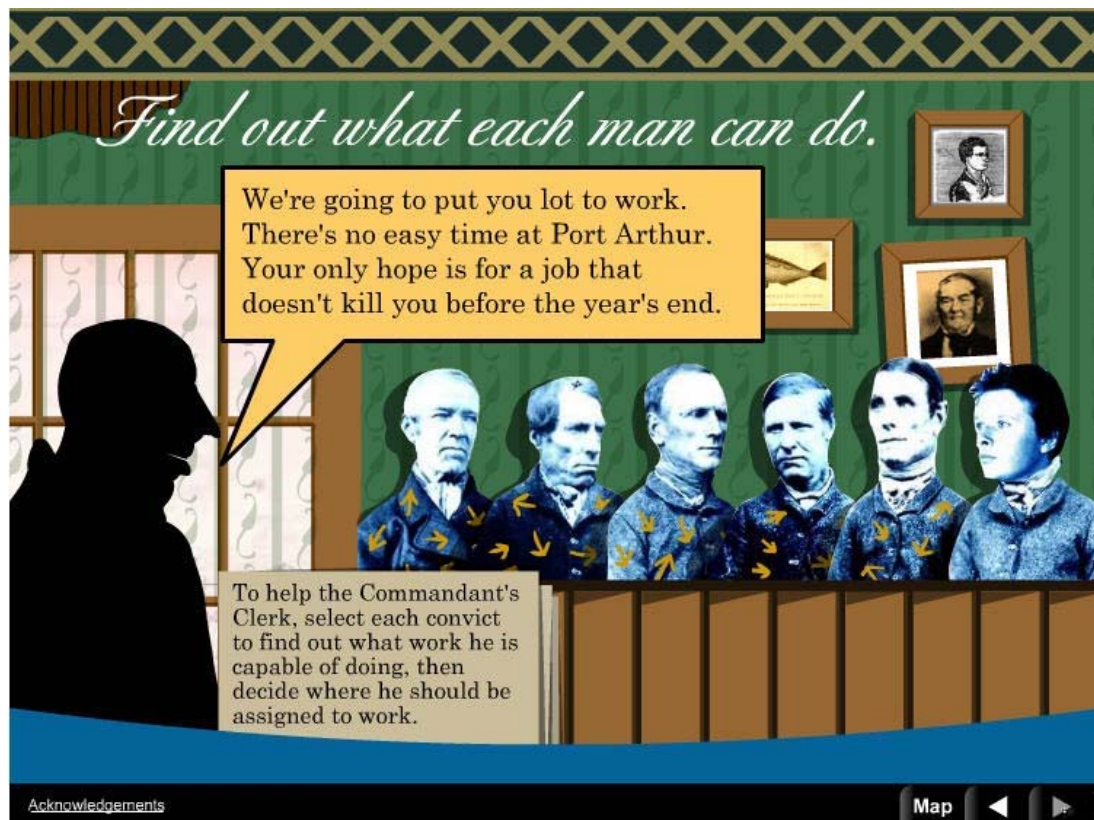


Learning objects	LO ID	Years
Saibai Island canoe	1202	5–6

Students investigate the traditional fishing methods used in the Torres Straits Islands and discover the significance of the sea to Torres Straits Islander culture. First, students examine a traditional ocean-going canoe from the Torres Straits islands. The hull, sails, paddles, and fishing gear are examined in detail and the ways in which the tools are used are explored. Then students are introduced to traditional fishing methods and examine the types of fish and animals they can catch. Finally, students go on a virtual fishing trip, with the support of prompts and feedback that is designed to assist them in using traditional tools and methods.

## Samual Cooper: putting the rabble to work (Years 7–8)

In Sam Cooper: putting the rabble to work, students take the role of a classifications clerk at Port Arthur. The learning object aims to develop students' understanding that convicts brought a range of skills to the colonies, and that their labour was exploited to build Australia.



Learning objects	LO ID	Years
Samual Cooper: putting the rabble to work	359	7–8

'Samual Cooper: putting the rabble to work' contains non-TLF content. See Acknowledgements in the learning object.

Students classify prisoners and justify why they should be assigned to particular work gangs. Students monitor the performance of convicts they have assigned to various jobs and are able to reassign them if necessary. After completing this task, students can view the stories of actual convicts who were incarcerated at Port Arthur.

'Setting' is integral to the convict experience. In this learning object, the primary setting is the penal settlement at Port Arthur, and the natural penitentiary of the Tasman Peninsula. The user is guided by an interactive map of the Tasman Peninsula with rich graphics, text and audio that reference primary source materials to locate the activities in time and place: a penal settlement in colonial Australia during the late eighteenth and early nineteenth centuries.

## Nhu Minh: multiculturalism in Australia (Years 7–8)

Students meet a Vietnamese girl, Nhu Minh, who helps them to compile a 'storyboard' for a video about multiculturalism. The video is to support the student's application for a job as a trainee producer at fictional CBC television. The 'storyboard' is a tool to document Nhu's cultural heritage, and to demonstrate an understanding of ways that multiculturalism enriches Australia.



Learning objects	LO ID	Years
Nhu Minh: multiculturalism in Australia	361	7–8

'Nhu Minh: multiculturalism in Australia' contains non-TLF content. See Acknowledgements in the learning object.

Students examine and reflect upon Nhu's collection of photographs and other personal memorabilia, as well as primary source materials. They select some items and arrange them with their own linking text. This interaction encourages students to engage with the material in a way that gives them an understanding of the transition involved in migration, and of how migrants enrich Australia's identity with their skills, cultures and experiences.

## Dorothy Griffin: great Australian women (Years 7–8)

Set in 1934, this learning object introduces students to Dorothy Griffin, the editor of the *Women's Times* magazine. The magazine is preparing a special series on great Australian women to celebrate the 40th anniversary of women gaining the vote in South Australia, the first place in the world to grant this right.



Learning objects	LO ID	Years
Dorothy Griffin: great Australian women	370	7–8

'Dorothy Griffin: great Australian women' contains non-TLF content. See Acknowledgements in the learning object.

Students examine the interactive biographies of a group of significant Australian women and select four to feature on the front cover of forthcoming issues of *Women's Times*. Students review primary source materials to select candidates and write headlines and summaries for the front covers. They also have access to a timeline of important Australian women and their achievements up to 2000.

Through this investigation students will gain an understanding of the contribution made by women in sport, art, politics, and in shaping Australia's identity.



## Patrick Brennan: the legend of Ned Kelly (Years 7–8)

Assuming the role of a reporter in 1883, students produce a Ned Kelly feature article for the *Illustrated News Weekly* to commemorate the anniversary of Ned's hanging. The article is to penetrate the myth surrounding the Ned Kelly story and give the writer's perspective based on research.



Learning objects	LO ID	Years
Patrick Brennan: the legend of Ned Kelly	363	7–8

'Patrick Brennan: the legend of Ned Kelly' contains non-TLF content. See Acknowledgements in the learning object.

To research the article, students are given access to a number of primary source background materials and interview eight interactive characters, some being actual historic figures, others being composite characters. Each character presents a unique point of view on Ned Kelly's character and students have to weigh the evidence to arrive at their own conclusion.

Students gain insight to the Ned Kelly legend and its origin in his life and times.



## Fiona Chiu: Chinese family tree (Years 7–8)

Students are placed in the position of assistant filmmaker as they help Fiona Chiu construct a storyboard for her docudrama, which traces her family and ancestors' experiences in Australia. Fiona is a fifth-generation Australian of Chinese ancestry.



Learning objects	LO ID	Years
Fiona Chiu: Chinese family tree	614	7–8

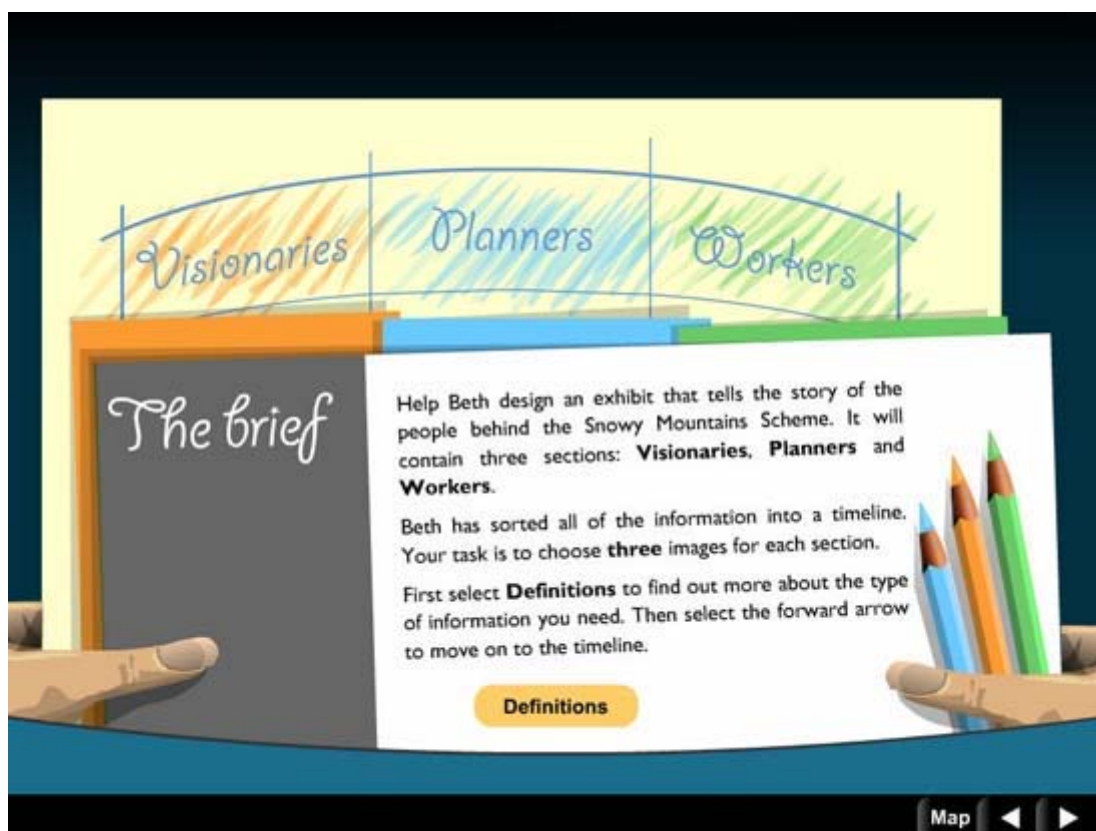
'Fiona Chiu: Chinese family tree' contains non-TLF content. See Acknowledgements in the learning object.

Students examine and reflect upon documents, photos and other memorabilia and audio captions, and select a nominated number of these to construct a storyboard.

By exploring Chinese–Australian experiences over several generations students will follow the evolution of a more multicultural, inclusive national identity.

## Beth Murray (Years 7–8)

The Beth Murray series explores the history of the Snowy Mountains Scheme through the people who worked to create it.



Learning objects	LO ID	Years
Beth Murray: cultural diversity on the Snowy Mountains Scheme	372	7–8
Beth Murray: the people behind the Snowy Mountains Scheme	373	7–8

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Beth Murray: the people behind the Snowy Mountains Scheme

The fictional character of Beth Murray introduces this learning object. Beth is a young historian who has been invited to create an exhibit for her local museum. The exhibit will celebrate 50 years since work started on the Snowy Mountains Hydro-Electric Scheme.

Students begin by exploring the history of the Snowy Mountains Scheme from its earliest conception in the early 20th century through to completion in the 1970s. Then Beth explains that she has collected historical information about the people who worked on the Scheme and sorted it into a timeline. The students' task is to explore the information and select material to be sorted into three categories: visionaries, planners and workers. The categories are explained before the student commences the task and prompts are provided as they sort through the material.

Once the students have collected and categorised their material they are prompted to write headings and scene descriptions for the historical display. The final exhibit material is presented on screen and can be printed by the student.

### Beth Murray: cultural diversity on the Snowy Mountains Scheme

Students are introduced to the fictional character of Beth Murray, who explains that she is creating an oral history of the Snowy Mountains Scheme. Having reviewed an historical timeline outlining the construction history of the Snowy Mountains Scheme, students are shown how to construct an oral history using an example model.

Using a pre-constructed question format, students interview five fictional former workers who migrated from Europe to work on the Snowy Mountains Scheme. Students select clips from the interviews and are prompted to arrange them into an oral history script with an introduction and linking text. Students have the option to print their work when completed.

## Maggie O'Rourke: the Eureka Stockade (Years 7–8)

Students investigate the events that led to the miners' uprising in Ballarat in 1854 and help a fictional character decide whether to take part or not. Teenager Maggie O'Rourke needs to understand why her brother wants to join the miners in the Eureka Stockade.

**Sample SWOT**

A SWOT may have many arguments in each category. This sample SWOT presents one Strength, one Weakness, one Opportunity, and one Threat, for the opinion that Maggie should support the Stockade.

*Maggie should support the Stockade*

<b>S</b>	<b>STRENGTH</b> The Stockade is a way to seek justice for the miners and for the murdered James Scobie.	<b>W</b>
<b>O</b>	<b>OPPORTUNITY</b> Working as a group, the miners will be in a strong position to demand changes to licence fees, as well as a retrial of the Scobie murder.	<b>T</b>

Map ◀ ▶

Learning objects	LO ID	Years
Maggie O'Rourke: the Eureka Stockade	2385	7–8

'Maggie O'Rourke: the Eureka Stockade' contains non-TLF content. See Acknowledgements in the learning object.

Students browse background notes, interviews of several characters and material that supports their arguments. Then students complete a SWOT analysis to decide whether or not Maggie's brother should support the miners' protest. Finally, students consider the outcomes of the Eureka uprising and its significance to Australian history.

## Mystery object: Torres Strait Islands (Years 7–8)

Students examine an unusual object from the Torres Strait Islands and try to work out its purpose.

Learning objects	LO ID	Years
Mystery object: Torres Strait Islands	1954	5–6

'Mystery object: Torres Strait Islands' contains non-TLF content. See Acknowledgements in the learning object.

In this learning object, first students examine the object from several angles and hypothesise what it might be. Then they investigate a range of audio-visual and textual material including maps, timelines, authentic photographs and audio extracts from the region to assist in determining what the object is. Students then investigate the object in detail and are given the opportunity to revisit their hypothesis. Finally students select the answer from a series of options. If necessary, additional audio-visual feedback supports their selection of the correct answer.



## Making a difference\* (Years 7–8)

In this series students explore the life stories of exceptional Indigenous people and reflect on the impact they have had in Australia's history.

### Making a difference: Windradyne



*A meeting between Indigenous groups and the governor of New South Wales (1820s)*

Windradyne is famous for leading the Wiradjuri people in battle against the European settlers who were taking over their land.

He is also said to have directly negotiated a peace agreement with Governor Brisbane to end the conflict.

[Acknowledgements](#)

Notebook

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Learning objects	LO ID	Years
*Making a difference: Windradyne	3248	9–10
Making a difference: Barak	5205	9–10
Making a difference: Yagan	5206	9–10
*Making a difference: the Day of Mourning protestors	5207	9–10
*Making a difference: Vincent Lingiari	5208	9–10
Making a difference: Charles Perkins	5209	9–10
Making a difference: Oodgeroo Noonuccal	5210	9–10
Making a difference: David Unaipon	5211	9–10
*Making a difference: Pat O'Shane	5214	9–10
Making a difference: Michael Long	5216	9–10

\*Learning objects in development.

In the 'Making a difference' series of learning objects students explore the life stories of a wide range of significant Indigenous figures representative of different regions of Australia and in different periods of time. Students trace the events of each person's life through drawings, photos and text. In a Notebook, students then answer questions and reflect on the experiences of the various Indigenous people who feature in the object.

## Anthony McClorey: the Franklin dam (Years 9–10)

Students explore arguments for and against the 1981 proposal to dam the Franklin River from individual, social and political perspectives.



Learning objects	LO ID	Years
Anthony McClorey: the Franklin dam	362	9–10

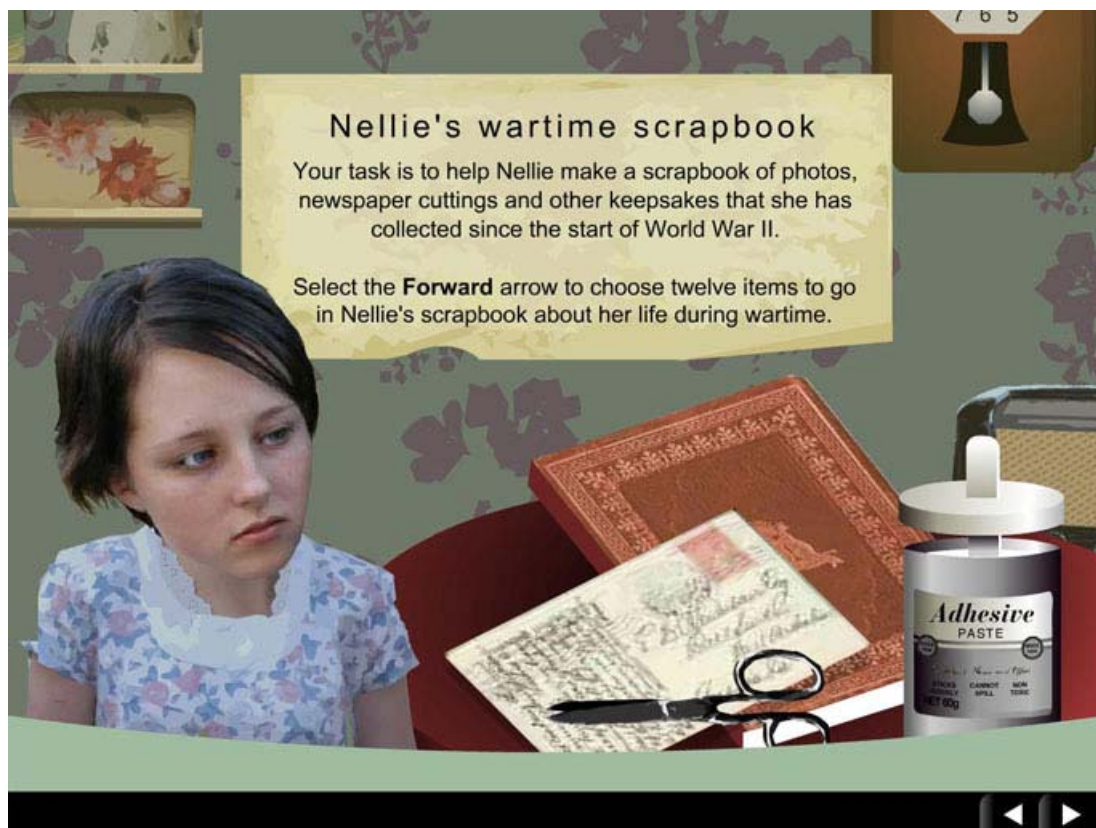
'Anthony McClorey: the Franklin dam' contains non-TLF content. See Acknowledgements in the learning object.

Students are introduced to Anthony McClorey, a young man living in western Tasmania in 1981 who is trying to decide how to vote in the referendum on the dam proposals.

Students explore the issues surrounding the referendum through authentic photos and graphic reproductions of people, objects and events associated with the river and the proposal to dam it, and examine the conflicting opinions on the proposed dam project. Students use a SWOT analysis tool to evaluate the arguments, then help Anthony cast his vote. Students explore the results of the referendum and the events that led to the High Court judgement against the Tasmanian Government.

## Nellie Gibson: life during wartime (Years 9–10)

Students help a teenager put together a scrapbook of her experiences in Perth during the Second World War, using authentic, primary source items.



Learning objects	LO ID	Years
Nellie Gibson: life during wartime	2386	9–10

'Nellie Gibson: life during wartime' contains non-TLF content. See Acknowledgements in the learning object.

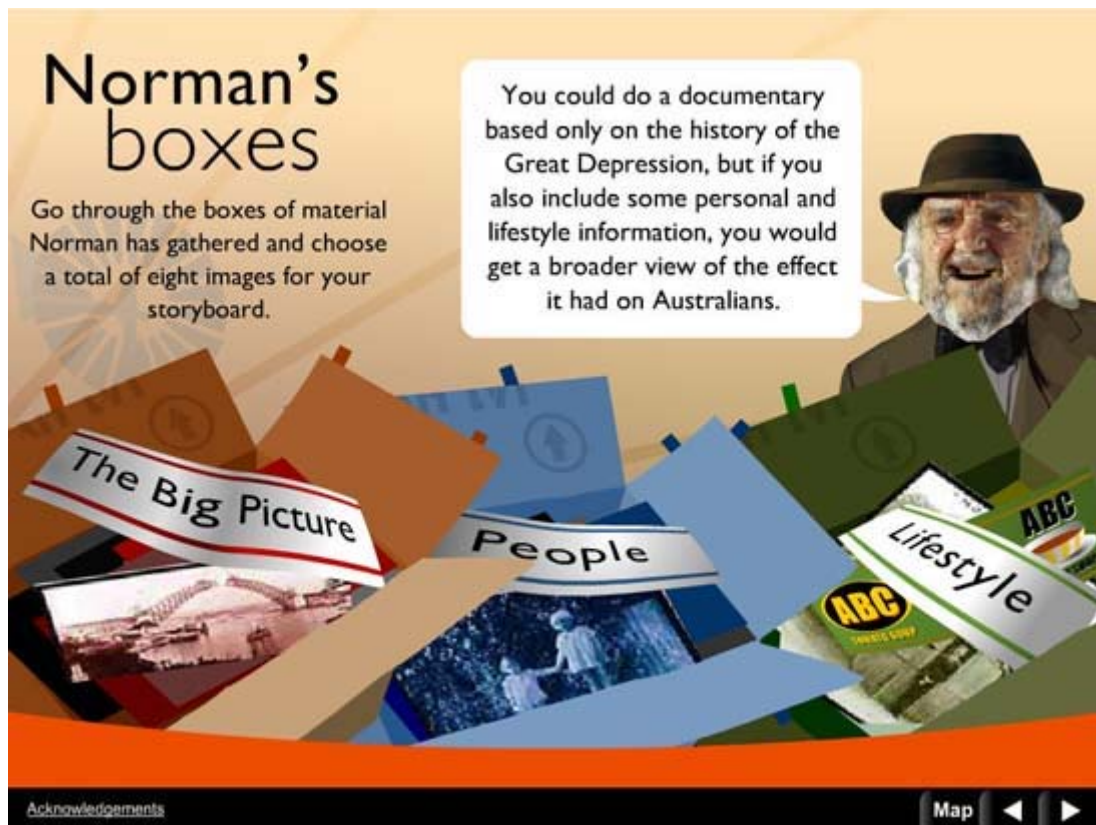
### Nellie Gibson: life during wartime

Students begin by browsing Nellie Gibson's pre-war scrapbook, looking at photos, newspaper cuttings and other souvenirs describing life before the war. Students then examine maps showing locations of the major battles of the Second World War in Europe, North Africa and the Pacific. Nellie then introduces the students to her collection of wartime photos and scrapbook items. Students browse these and arrange them in a scrapbook, using Nellie's descriptions and background information to add their own text explaining the effects of the Second World War on Australian families.



## Norman Dean: Great Depression (Years 9–10)

Students examine a series of authentic photos of life during the Great Depression, and other primary source material around the following themes: events, families, friends, food, housing, travel, work and death.



Learning objects	LO ID	Years
Norman Dean: Great Depression	371	9–10

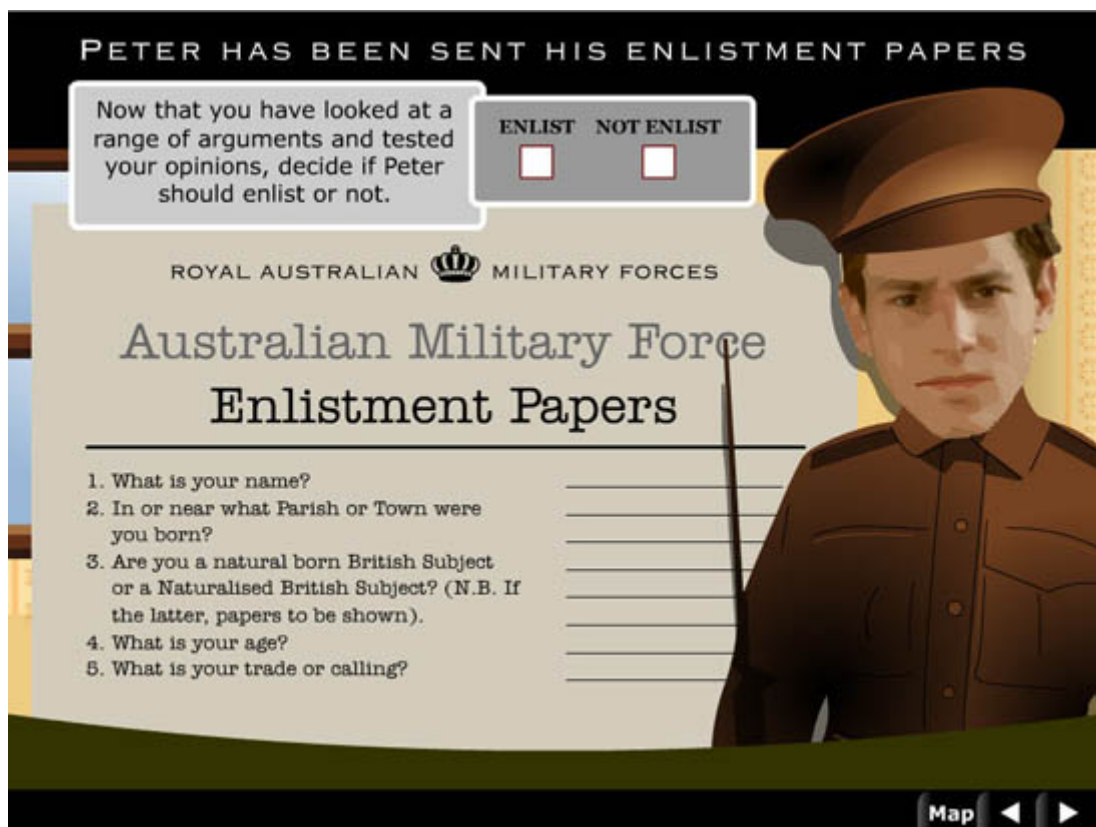
'Norman Dean: Great Depression' contains non-TLF content. See Acknowledgements in the learning object.

Students make selections and use the images to create a sixteen-frame storyboard, as if for a television documentary. Students edit passages of a commentary and write additional material to develop a script for the narrator. The documentary is based around the memorabilia of a fictitious character called Norman Dean, who lived through the period.

The material aims to draw connections between broad economic issues and individual fortunes, showing implications of the depression for everyday life in the 1930s. This also serves to highlight the adaptability of everyday Australians in hard times.

## Peter Dalton: enlistment and the call to war (Years 9–10)

Peter Dalton: enlistment and the call to war explores the fictional character of Peter Dalton as he considers whether he should enlist for military service in 1917.



Learning objects	LO ID	Years
Peter Dalton: enlistment and the call to war	369	9–10

'Peter Dalton: enlistment and the call to war' contains non-TLF content. See Acknowledgements in the learning object.


Students help 17-year-old Peter decide whether to enlist for Australian military service in World War I. Students start by looking at an overview of key military and political events from 1914 to 1917. There is also background information about recruitment drives, voluntary enlistment and conscription for students to investigate. Students interview fictional and non-fictional characters to explore a range of opinions on the issue of conscription.

An example 'SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis' is presented and explained, then students select an argument and complete their own 'SWOT analysis' with the assistance of feedback. Students can explore the same issue from a number of standpoints using the SWOT analysis tool.

Once the SWOT analysis is completed students review the consequences of the final decision, and the aftermath of the First World War is explored.

## Mervyn Bishop (Years 9–10)

Students explore a selection of photographs, taken by Mervyn (Merv) Bishop — one of Australia's best-known photographers — and the accompanying text, which provide Merv's personal perspective on Australia's Indigenous heritage.



As he was pouring the soil into Mr Lingiari's hand, Mr Whitlam said: 'I solemnly hand to you these deeds as proof, in Australian Law, that these lands belong to the Gurindji people; and I put into your hands part of the earth itself as a sign that this land will be the possession of you and your children forever.'

Mr Lingiari replied: 'We're all mates now.'

**Mervyn Bishop**  
Photographer

Acknowledgements

Notebook

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Learning objects	LO ID	Years
Mervyn Bishop: photographer	3247	9–10
Mervyn Bishop: the early years	4108	9–10
Mervyn Bishop: Merv's parents	4109	9–10
Mervyn Bishop: the old days	4110	9–10
Mervyn Bishop: mission life	4111	9–10

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students consider how Merv's Indigenous background influenced his personal and professional life by examining his photographs and reading his story. An opportunity to analyse and reflect upon Merv's story is provided through a series of targeted questions in a printable digital notebook.

## Shaping the future

The Shaping the future set of learning objects encourages young Australians to develop positive, productive and optimistic views of the future by clarifying the future they want and identifying the contributions they need to make for it to become a reality.

The Shaping the future learning objects released to date have are grouped into the following series.

### Your rules (Years P–2)

Students are encouraged to consider how to get along with others. Your rules is useful for students who are beginning school, or in settings where conflict may be occurring between students.



Learning objects	LO ID	Years
Playground rules	949	P–2
Your rules: in the park	6351	P–2
Your rules: in the supermarket	6352	P–2

Children are shown in a common setting where they do not appear to be getting on well together. As students select each situation they are asked to determine ways of addressing the concerns. When they have selected the appropriate responses, the consequences of their decisions are revealed in the playground setting. Students arrive at a set of rules that promote sharing, participation and consideration of others.

### Playground rules

Students encounter situations including a child refusing to share, a child stealing food, one child making fun of another, litter being scattered on the ground, and a child being left out of a game.

**Your rules: in the park**

Students encounter situations including a child chasing away birds, one child pushing another, dog droppings being left on the ground, a child destroying another's sandcastle, and a child wandering away from their family.

**Your rules: in the supermarket**

Students encounter situations including a child needing to go to the toilet, children not sharing, a child pestering a parent, children chasing each other in a shop, and a child taking something that doesn't belong to them.



## What's your job? (Years P–2)

By introducing students to a range of Australian families, 'What's your job?' learning object helps students realise that Australian families vary in size, age, location, ethnicity, structure and responsibilities.



Learning objects	LO ID	Years
What's your job?	1006	P–2

Students visit a number of families and consider the jobs undertaken by different family members. The families include an extended family, a single-parent family, a nuclear family, a family in which children are raised by relatives rather than their parents, and a family with a step-parent. A range of cultures and geographical locations is featured in the depiction of the families.

After matching people to jobs, students identify the number of people in the families and the jobs undertaken in their homes. Then they have the option of printing the information and matching the family members with the jobs they do.

## The night of the bilby (Years P–4)

The night of the bilby series helps students understand the habitat, threats and survival needs of the bilby. It is suitable for the study of Australian animals, endangered species, the desert, habitats and the environment.



Learning objects	LO ID	Years
The night of the bilby: find food	896	P–2
The night of the bilby: get home alive	907	3–4
The night of the bilby: safe habitat	908	3–4

### The night of the bilby: find food and get home alive

As night falls on the desert, students help bilbies gather food while avoiding feral predators such as cats and foxes. The challenge for students in 'The night of the bilby: find food' is to find 120 grams of food, the average daily amount required by an adult bilby, before the sun rises. Students are introduced to a number of elements that support the survival of bilbies, including seeds, bulbs, spiders and burrows, along with threats such as rabbits, cats and foxes. In 'The night of the bilby: get home alive' students have more time to complete the activity.

### The night of the bilby: safe habitat

Students determine how many bilbies a desert habitat can support by trapping and weighing insects, which form a significant part (up to 70 per cent) of the bilby diet. Students also identify tracks in the desert sand to determine the presence of predators, then take steps to remove the predators.

## Make the rules (Years P–4)

The Make the rules series introduces students to the need for rules in some situations. Students are prompted to make some rules while engaged in a soccer-based computer game that has some unexpected twists.



Learning objects	LO ID	Years
Make the rules: fair play	1007	P–2
Make the rules: keep it fair	1033	3–4

### Make the rules: fair play

A number of strange things happen when students begin to play a new soccer-based computer game. Extra goalies appear from nowhere, the goals change size or move away suddenly, and the ball changes size and direction. When the unusual events occur, students are prompted to suggest rules that will make the game fun and fair. When they have corrected the rules, students have five kicks at goal to obtain the highest score they can.

### Make the rules: keep it fair

Students are confronted with some new challenges that require more sophisticated thinking.

'Make the rules' is designed to precede 'Take a vote: make it fair' and 'Take a vote: democracy'.



## Island life (Years P–6)

Students are asked to distinguish between needs and wants when selecting six items that will ensure their survival on a tropical island.



Learning objects	LO ID	Years
Island life: needs and wants	1008	P–2
Island life: smart choices	1034	3–4
Island life: life choices	1035	5–6

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Island life: needs and wants

Island life prompts students to distinguish between needs and wants in an engaging and fun manner. To survive on a tropical island, students choose six items to take with them. When they arrive on the island the consequences of their choices become apparent. If they have chosen unwisely people get sick, the water becomes polluted, rubbish accumulates, trees disappear and buildings fall into disrepair. Students are prompted to revise their selections on subsequent visits to the mainland.

### Island life: smart choices and Island life: life choices

Students continue to distinguish between needs and wants, but at more sophisticated levels. Choices are less black and white and require greater consideration. For example, students must decide whether a fishing rod is more important than a surfboard, or a packet of seeds is of greater worth than a packet of lollies.

## Job match (Years 1–6)

The Job match series challenges stereotypes. Students select characters to fulfill different jobs. If they make their selections based on appearances only, students are in for some surprises.



Learning objects	LO ID	Years
Job match: save the day	1009	1–2
Job match: choose the characters	1036	3–4
Job match: choose the cast	1037	5–6

### Job match: save the day

When presented with a sequence of emergencies, students select characters to resolve the respective crises. The characters do not always behave in predictable ways. The learning object challenges a number of stereotypes when students choose someone to put out a house fire, provide medical care for an injured neighbour, then rebuild the damaged house.

Students are prompted, but not forced, to talk to each character before selecting them. If they do choose to talk to them, their task is much easier.

### Job match: choose the characters and Job match: choose the cast

Students select characters to undertake important roles in social and emergency situations. The language is more sophisticated and the number of scenarios presented is increased.

## Your charter (Years 3–4)

Students are encouraged to consider ways of resolving conflict and getting along with others. The range of characters in this series reflects the diversity of the Australian population and enhances studies of civics and citizenship.



Learning objects	LO ID	Years
Neighbourhood charter	950	3–4
Your charter: at the swimming pool	6353	3–4
Your charter: outside the school	6354	3–4

Common scenarios reveal a series of problems. As students select each incident they are asked to determine ways of addressing the concerns. When they have selected the appropriate responses, the consequences of their decisions are revealed in the setting. Students are then asked to prioritise behaviours that will promote friendship, consideration and cooperation. This becomes the charter for use in that location.

### Neighbourhood charter

Students encounter incidents including someone spraying graffiti on a shopkeeper's wall, rubbish accumulating in the front yard of an elderly lady, two neighbours arguing vigorously, a girl littering, and a speeding car.

### Your charter: at the swimming pool

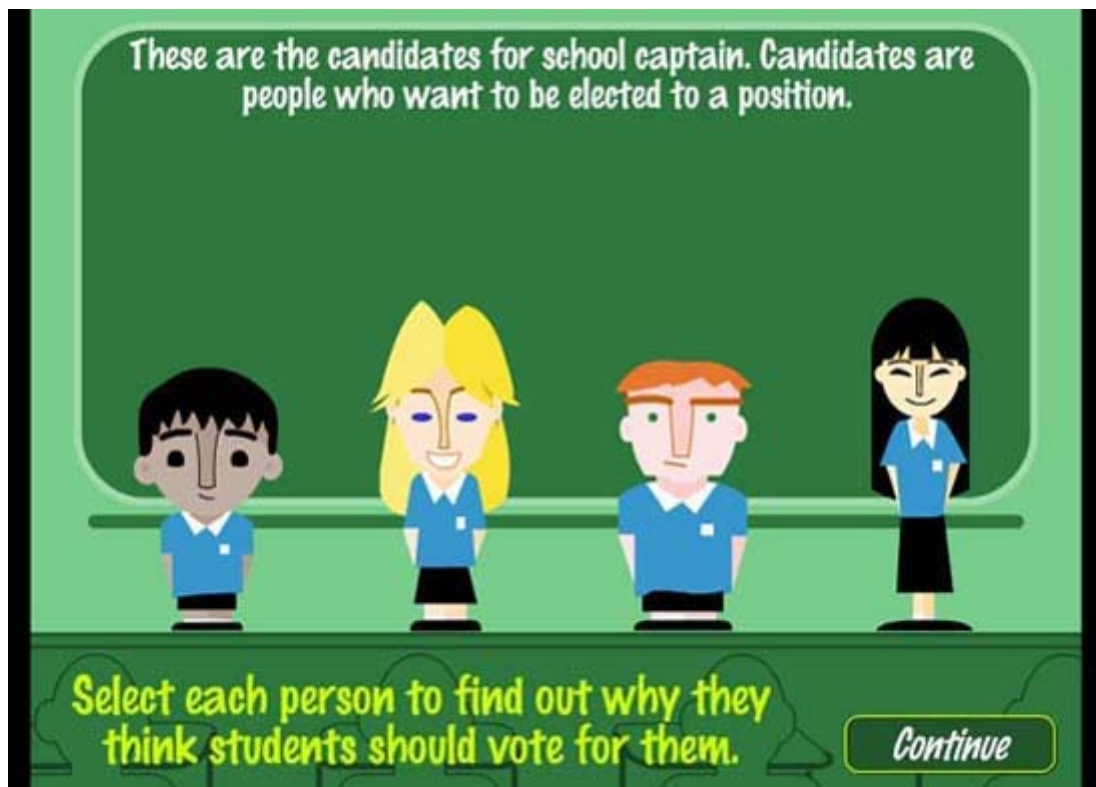
Students encounter incidents including children not wearing sunblock, rough play in the pool, children running on wet ground, losing a ball into the water, and not sharing facilities with others.

### Your charter: outside the school

Students encounter incidents including a child standing between parked cars, people pushing while in line, a person dropping a heavy bag, a slow rider blocking the bike path, and children spotting a parent on the other side of the road.

## Take a vote (Years 3–6)

Reasons underlying some of the principles of democratic voting in Australia are explored in the Take a vote series of learning objects. The Make the rules series of learning objects, introducing students to the need for rules to address unfairness, has been designed to precede Take a vote.



Learning objects	LO ID	Years
Take a vote: make it fair	1005	3–4
Take a vote: keep it fair	1032	5–6

### Take a vote: make it fair

In an election for a school captain, three candidates attempt to improve their chances by bribing, intimidating and threatening others, voting more than once, and offering to count the votes. Students consider the fairness of this behaviour and recommend rules to ensure the election is fair. In doing so, students identify some of the fundamental principles of democratic voting in Australia: no bribes allowed; one vote per person; voting must be secret; counting must be undertaken by an independent party; and everyone must vote.

Having addressed the unfair behaviour, students observe the outcome of a fair election. Finally, they reflect on the strengths and weaknesses of democratic voting and make suggestions for ways voting can be made fairer.

### Take a vote: keep it fair

Students make informal comparisons between some of the features of socialism, democracy, dictatorship and anarchy while selecting rules to ensure a fair voting process.



## Group membership (Years 3–6)

Similarities and differences in Australia's diverse population can be explored by grouping people according to a broad selection of criteria. In this process, it is apparent that Australians are members of many groups and that stereotyping can lead to inaccurate and unfair conclusions.

**Group membership: belonging**

Let's find out about these people to see what they have in common. Select each person to find out more about them.

Learning objects	LO ID	Years
Group membership: belonging	1023	3–4
Group membership: opinions and attitudes	1039	5–6

### Group membership: belonging

Grouping people in different ways can provide insights into the diverse nature of the Australian population while breaking down stereotypes. After meeting a group of 12 Australians of different ages, cultural backgrounds, physical abilities, jobs and interests, students are prompted to group the characters according to a range of criteria, such as type of work, number of languages spoken, means of transportation and country of origin. Students are then invited to use their own criteria to group people, and place themselves in the appropriate group. Finally, students are encouraged to reflect on the benefits of grouping people.

### Group membership: opinions and attitudes

Students group the 12 characters according to their interests and concerns regarding issues at both local and national levels.

## Water matters (Years 3–6)

Students select options to minimise water use while watering the garden, washing the car or having a water fight.



Learning objects	LO ID	Years
Water matters: watering the garden	1798	3–4
Water matters: time to water the garden	1802	5–6
Water matters: car wash	1800	3–4
Water matters: washing the car	1803	5–6
Water matters: water fight	1801	3–4
Water matters: time for a water fight	1804	5–6

### Water matters: watering the garden

This is a version of 'Water matters: time to water the garden' for younger learners. Students follow the same process, although they do not have the option of selecting how long they will water the garden for.

### Water matters: time to water the garden

After being reminded of the need to conserve water, students make a number of choices before watering a garden. Students select the equipment they will use, the time they will take and whether they will use mulch. They also select how frequently they will water the garden.

After making their selections, students observe the consequences of their choices by comparing their water usage with an average figure, noting the health of the garden. Students are prompted to try again in order to become water savers.

### Water matters: car wash

This is a version of 'Water matters: washing the car' for younger learners. Students follow the same process, although they do not have the option of selecting how long they will wash the car for.

**Water matters: washing the car**

In 'Water matters: washing the car', students select equipment to wash a car, the time they will take, and whether they will complete the task on the driveway or lawn. They also select how frequently they will wash the car.

After making their selections, students observe the consequences of their choices by comparing their water usage with an average figure, noting the health of the lawn. Students are prompted to try again in order to become water savers.

**Water matters: water fight**

This is a version of 'Water matters: time to for a water fight' for younger learners. Students follow the same process, although they do not have the option of selecting how long they play for.

**Water matters: time for a water fight**

In 'Water Matters: time for a water fight', students select equipment for a water fight, how long they will play for, and whether they will complete the task on the driveway or lawn. They also select how frequently they will have a water fight.

After making their selections, students observe the consequences of their choices by comparing their water usage with an average figure, noting the health of the lawn. Students are prompted to try again in order to become water savers.

## Community enterprise (Years 3–8)

Trying to make decisions that benefit the economy, society and the environment can be a challenge. In the Community enterprise series of learning objects, students research, present and justify a recommendation that meets the requirements of the 'triple bottom line'.

**Notepad: checklist**

Use your notes to complete the checklist. Rank the best idea '1', the second best '2' and the least favourite '3'. Select **Your suggestion** when you're finished.

Idea	Make some money?	Helps people?	Good for the environment?	Rank
Toy factory	Yes	Yes	Yes	1
Swimming pool	Yes	Yes	Yes	1
Parkland	Yes	Yes	Yes	1

Idea 1: **Toy factory**  
Reasons:

❖ Type here ...  
❖  
❖  
❖

Idea 2: **Swimming pool**  
Reasons:

**Your notes** **Your suggestion**

Learning objects	LO ID	Years
Community enterprise: pools, parks and toys	1026	3–4
Community enterprise: making a choice	1025	5–6
Community enterprise: people, economy and the environment	1002	7–8

### Community enterprise: people, economy and the environment

Students compare the environmental, social and economic consequences of developing new enterprises in a small community. To determine whether to establish a park, swimming pool or toy factory on an unused factory site, students seek the opinions of a range of community members and gather information regarding the costs, environmental impacts and employment benefits of the different enterprises.

Students enter their findings in a notebook, then conduct an analysis to determine which option will provide the best outcomes for the environment and the community. The students then forward their recommendation to the mayor.

### Community enterprise: making a choice and Community enterprise: pools, parks and toys

Students fulfil the same task as described in 'Community enterprise: people, economy and the environment', however the language is modified to suit younger students and the number of people interviewed is reduced. Students enter their findings in a notebook, then conduct an analysis to determine which option will provide the best outcomes for the environment and the community, while remaining economically viable. The students then forward their recommendation to the mayor.



## Balancing the options (Years 5–8)

Trying to determine a course of action that will meet the demands of stakeholders with conflicting interests is hard work. In the Balancing the options series of learning objects, students are provided with an opinion organiser that allows them to measure and compare the worth of different courses of action to dissenting groups in a local community.

**Opinion organiser** Close

Use the sliders to rate what each group thinks about each option.

Select **Create report** when you're ready.

**Option 1**  
OzPark builds a new road and car park away from local houses.

**Option 2**  
The park is reduced in size. Native animals are included in the park's plan.

**Option 3**  
The park is designed around native animals' habitats and includes a rescue centre for injured wildlife. OzPark builds a new road.

Stakeholders: OzPark developer, Local resident, Wildlife support.

Each stakeholder has a slider from 'Against' to 'For' with a yellow dot indicating their rating. To the right of each slider is a vertical scale with a '+' at the top and a '-' at the bottom, and a horizontal bar in the middle.

**Create report**

Learning objects	LO ID	Years
Balancing the options: wildlife park	1003	5–6
Balancing the options: aged care	1027	5–6
Balancing the options: tourist resort	1028	7–8
Balancing the options: opinion organiser	1029	5–8

### Balancing the options: wildlife park

Students consider solutions to conflicts that arise when a wildlife park is proposed for a local community. After being introduced to the issue, students canvass the opinions of residents, environmentalists and park management using an online chat room, newspaper and telephone survey. Students measure the worth of possible options using an interactive tool that allows them to record the reactions that different interest groups have to the respective options. Students then present a report that proposes a particular course of action.

### Balancing the options: aged care

In 'Balancing the options: aged care, the issue is the introduction of an aged care facility. Some residents support the introduction of an aged care centre, while others believe money should be invested in supporting carers so the elderly can remain in their homes. Employers are concerned that carers require more flexible working conditions to look after elderly relatives.

### Balancing the options: tourist resort

Students are immersed in the issues surrounding the development of a tourist resort in a coastal town. Some residents are concerned about the impact the resort will have on the local environment, while others welcome the jobs and the money the resort will bring to the community.

**Balancing the options: opinion organiser**

The opinion organiser is an interactive tool that enables students to measure and compare the worth of different options to a range of stakeholders. It is an integral part of each of the Balancing the options learning objects. Here, the opinion organiser is presented as a tool for students to enter their own options and stakeholder groups. Regardless of the issue under consideration, students can use the opinion organiser as a tool to measure and compare the worth of different courses of action.

## Kangaroo (Years 5–8)

Students consider the social, economic, environmental and animal welfare consequences of harvesting kangaroos, and manipulate popular media to promote their own viewpoint on whether kangaroos should be killed for human consumption.



Learning objects	LO ID	Years
Kangaroo: communicating a message	1343	5–6
Kangaroo: communicating messages	1344	7–8

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Kangaroo: communicating a message

In this version of Kangaroo for younger students, only the television format is presented for students to manipulate, and the number of arguments that inform the students' viewpoints is reduced.

### Kangaroo: communicating messages

Students are presented with arguments in a selection of media formats regarding the contentious issue of eating kangaroos. Having considered the issue, students complete a survey in which they identify the medium that influenced them most, and state whether they are for or against eating kangaroos. They then analyse data from a fictitious survey of the Australian population and are prompted to prepare a television or newspaper advertisement promoting their viewpoint.

In the television 'Media maker', students combine animation, audio and music to prepare their advertisement, while in the newspaper 'Media maker', they combine text and images in a format of their choosing. Students are prompted to reconsider their selections if their advertisements appear to contradict their stand on the issue.

## Cartown (Years 5–8)

Students consider the social, economic and environmental consequences of a traffic congestion toll, and manipulate popular media to promote their viewpoint regarding the introduction of a toll during peak times in a large Australian city.



Learning objects	LO ID	Years
Cartown: communicating a message	1345	5–6
Cartown: communicating messages	1346	7–8

### Cartown: communicating a message

In this version of Cartown for younger students, only the television format is presented for students to manipulate, and the number of arguments that inform the students' viewpoints is reduced.

### Cartown: communicating messages

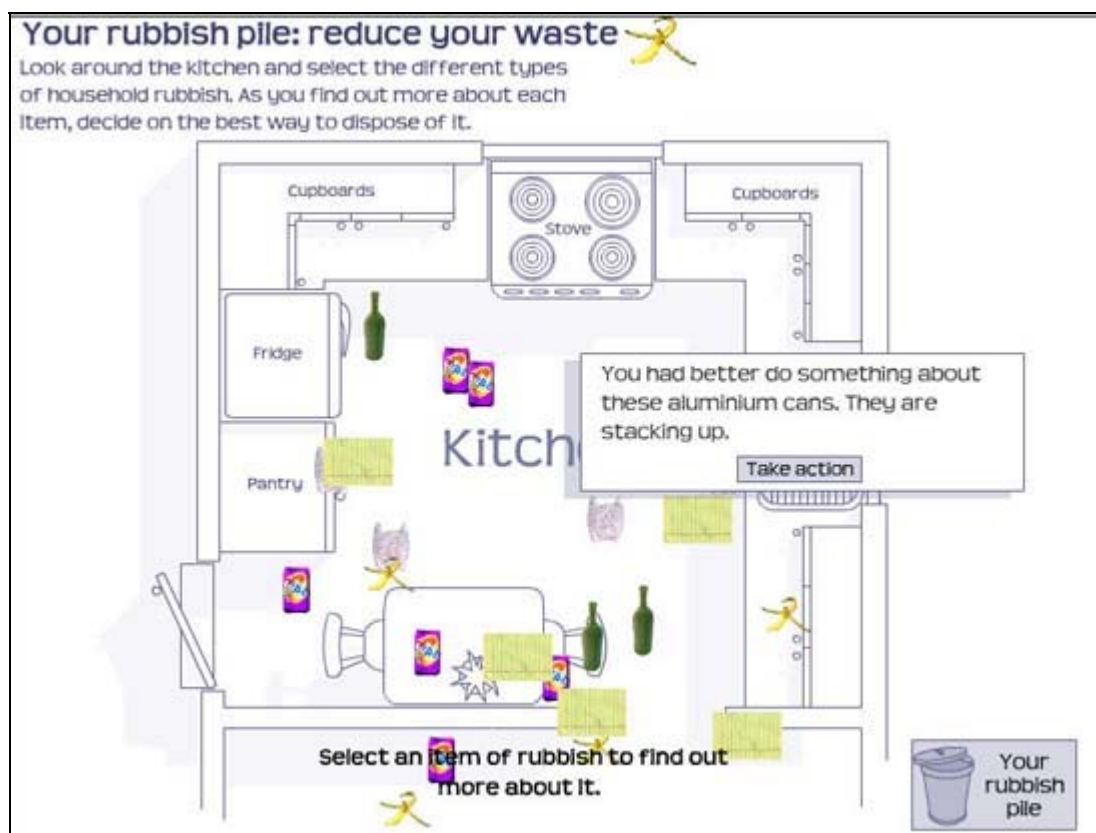
Students are presented with arguments, in a selection of media formats, regarding the contentious issue of introducing a congestion toll in a selection of media formats. Having considered the issue, students complete a survey in which they identify the medium that influenced them most, and state whether they are for or against the introduction of a toll. Students analyse data from a fictitious survey of the local population and prompted to prepare a television or newspaper advertisement promoting their viewpoint.

In the television 'Media maker', students combine animation, audio and music to prepare their advertisement, while in the newspaper 'Media maker', they combine text and images in a format of their choosing. Students are prompted to reconsider their selections if their advertisements appear to contradict their stand on the issue.



## Your rubbish pile (Years 5–10)

Students are challenged to reduce the amount of rubbish sent to landfill by comparing the merits of reducing, reusing and recycling kitchen waste.



Learning objects	LO ID	Years
Your rubbish pile: reduce your pile	1031	5–6
Your rubbish pile: reduce your waste	1004	7–8
Your rubbish pile: manage your waste	1030	9–10

### Your rubbish pile: reduce your waste

On average, each Australian produces over a tonne of rubbish each year, most of which ends up in landfill. This increases the demand for landfill sites, and contamination of soil, air and water.

After being informed of the problems caused when rubbish ends up in landfill, students consider the best ways to reduce the amount of waste being thrown out from a domestic kitchen. Students are provided with information about the consequences of the disposal of plastic, paper, aluminium cans, food scraps and glass bottles, along with an interactive gauge that demonstrates the decomposition of waste in landfills while indicating the period of time required for each item to degrade.

The challenge for students is to reduce their rubbish pile by reducing, recycling, reusing or throwing out their rubbish.

### Your rubbish pile: manage your waste and Your rubbish pile: reduce your pile

These learning objects follow the same process as 'Your rubbish pile: reduce your waste', with the language and content designed for the relevant year levels.

## Wind farm (Years 7–10)

Students are presented with a range of opinions regarding the installation of a wind farm, and must evaluate their worth using factual information gathered from a range of media resources.



Learning objects	LO ID	Years
Wind farm: pros and cons	898	7–8
Wind farm: cool solutions	1341	9–10

### Wind farm: pros and cons

Students investigate the pros and cons of establishing a wind farm in a small coastal community. Issues of ecological sustainability, economic development, social responsibility, lifestyle and aesthetics are considered while students determine whether to proceed with the development of a wind farm. A notebook is provided for students to record details, opinions and ideas as they progress through the learning object.

### Wind farm: cool solutions

Students investigate the pros and cons of establishing a wind farm, with a greater emphasis in this learning object on alternative energies to address the issue of climate change. Students consider the causes of climate change and possible effects including health, environment and lifestyles.

## The futurist (Years 7–10)

Students use futures strategies to identify trends and challenges in the online distribution of music.



Learning objects	LO ID	Years
The futurist: online music	1340	7–8
The futurist: music distribution	897	9–10

### The futurist: music distribution

In the role of a futurist, students meet representatives of Rebis Records, a music distribution company. The increasing popularity of online music distribution has presented Rebis Records with a dilemma: should the company invest in expensive and unproven online distribution resources, which are vulnerable to music piracy, or should they continue to distribute music on CDs?

Students collect and enter notes in their Personal Digital Assistant (PDA), which they can refer to throughout the learning object.

In a Futures Lab, students use two tools to assist them in their research. One is a teleconferencing device in which they consult experts from around the world, considering issues of piracy, encryption and digital rights management. The other is a Futures Scenario Tester, in which they enter data regarding options for music distribution and are provided with likely future outcomes.

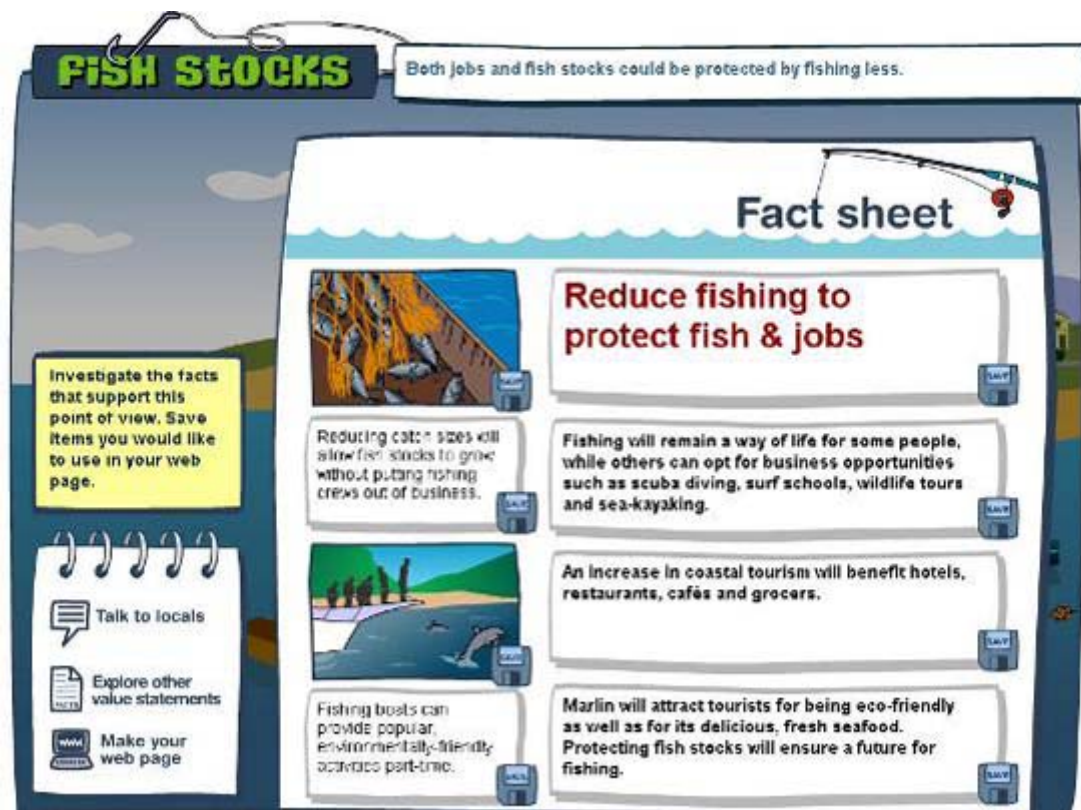
Students compile a report for Rebis Records using the notes made in their PDA. They then present their recommendation to the staff and answer questions about their research.

### The futurist: online music

In this version of The futurist for younger learners, students follow the same process as in 'The futurist: music distribution' to determine whether Rebis Records should continue to make and sell CDs, or direct their resources to online distribution. However, the focus is the future of CDs and online distribution. More complex information relating to digital rights management and encryption are not included.

## Fish stocks (Years 7–10)

Students compare conflicting points of view when a ban on commercial fishing is proposed for a seaside community.



Learning objects	LO ID	Years
Fish stocks: two points of view	1806	7–8
Fish stocks: three points of view	1805	9–10

### Fish stocks: two points of view

In this version of Fish stocks for younger learners, students follow the same process as in the version for older learners, although they have only two viewpoints to consider.

### Fish stocks: three points of view

The township of Marlin is divided over a proposal to ban commercial fishing. Fish stocks in the area have fallen dramatically and the biodiversity of the region is under threat. However, many people depend on commercial fishing to support their families and a ban will threaten their livelihood and force them out of the area.

Students are presented with two conflicting points of view regarding the issue, and after being prompted to consider the issue further, are offered a third, 'middle ground' position. After investigating each viewpoint, students collect images and text to include on a customised web page on which they present their preferred position. When preparing their web page students are prompted to reconsider their selections if they choose conflicting pieces of information. Their work can be printed.



## Sunday trading (Years 7–10)

Students compare conflicting points of view when a proposal to extend trading hours in a seaside town is put forward.



Learning objects	LO ID	Years
Sunday trading: two points of view	1809	7–8
Sunday trading: three points of view	1810	9–10

### Sunday trading: two points of view

In this version of Sunday trading for younger learners, students follow the same process as in the version for older learners, although they have only two viewpoints to consider.

### Sunday trading: three points of view

The township of Marlin is divided over a proposal to open shops on Sundays. Some residents believe that extended opening hours will bring more money into the community and increase opportunities for social interaction, while others are concerned about the welfare of shop managers and assistants.

Students are presented with two conflicting points of view regarding the issue, and after being prompted to consider the issue further, are offered a third, 'middle ground' position. After investigating each viewpoint, students collect images and text to include on a customised web page, on which they present their preferred position. When preparing their web page students are prompted to reconsider their selections if they choose conflicting pieces of information.

## GM foods (Years 7–10)

Students compare the economic, social and environmental opportunities and potential dangers of growing genetically modified crops.



Learning objects	LO ID	Years
GM foods: pros and cons	1024	7–8
GM foods: future choice	948	9–10

### GM foods: pros and cons

In this version of GM foods for younger learners, students follow the same process as in the version for older learners to determine whether Max and her family should plant a GM crop. The concepts are presented in a simple and concise manner, appropriate for students in years 7–8.

### GM foods: future choice

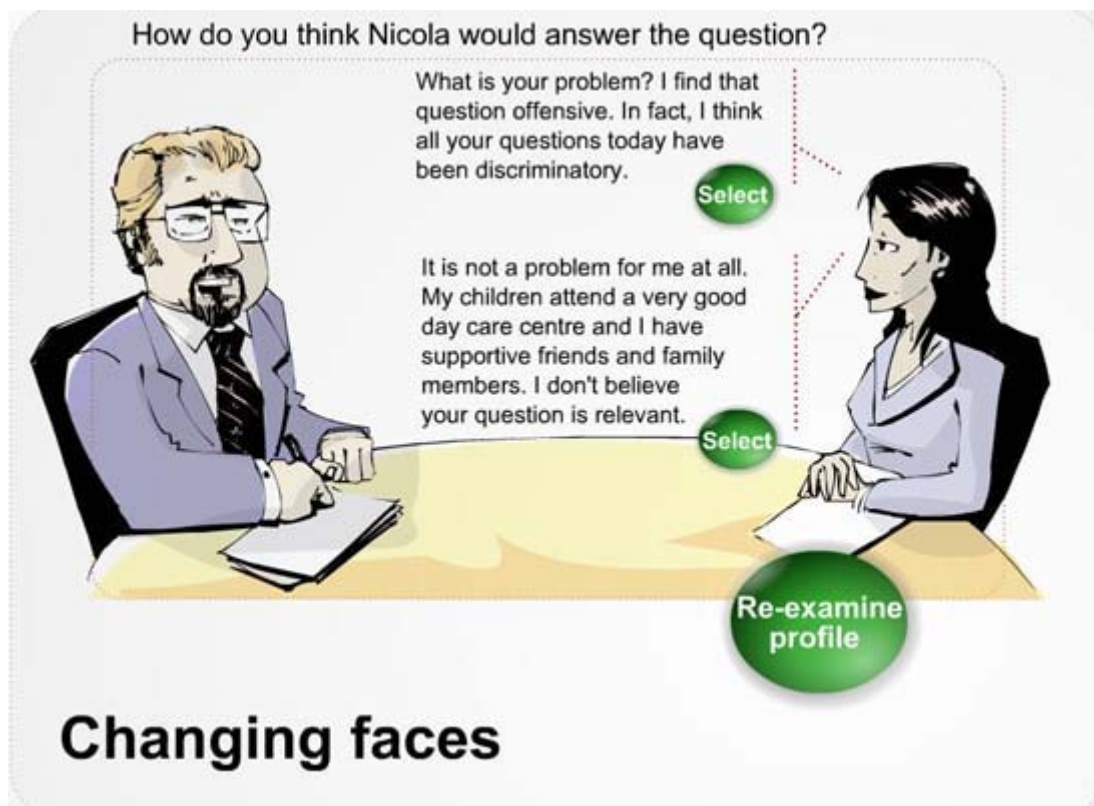
Students are introduced to Max, a young woman whose family has grown canola for generations. Max instructs students to gather information about the pros and cons of planting a genetically modified crop.

Students visit a laboratory, trial site and farm to talk to scientists and farmers about the social, environmental and economic consequences of growing GM foods. They collect notes, in which they record the pros and cons of GM foods before considering the relative importance of people's health, the environment and the economy.

Before making a final recommendation, students review some of the key points by completing a quiz. The learning object concludes when students suggest whether to plant a GM crop or not.

## Changing faces (Years 7–10)

Students assume the personas of fellow Australians to identify and respond to examples of stereotyping in job interviews.



Learning objects	LO ID	Years
Changing faces: two interviews	1038	7–8
Changing faces: three interviews	1010	9–10

### Changing faces: two interviews

In this version of Changing faces for younger students, only two characters are present and the differences between the interviewee's responses are less subtle than in the version for older students.

### Changing faces: three interviews

After being introduced to the notion of identity and the dangers of stereotyping, students assume the identity of another Australian who is applying for a job as a shop manager.

The interviewer, Mr Smith, asks four questions, each one characterised by stereotyping according to employment status, gender, age, culture or parental status. Students select the response they believe would have been given by the interviewee. At the end of the interview, students read and listen to each interviewee's summary of the interview and are informed of their success in predicting appropriate responses.

## Homelessness (Years 7–10)

Students compare conflicting points of view when a proposal to provide housing for homeless people in a small town is put forward.



Learning objects	LO ID	Years
Homelessness: two points of view	1807	7–8
Homelessness: three points of view	1808	9–10

### Homelessness: two points of view

In this version of Homelessness for younger learners, students follow the same process as in 'Homelessness: three points of view', the version for older learners, although they have only two viewpoints to consider.

### Homelessness: three points of view

The township of Marlin is divided over a proposal to provide free housing for homeless people. Some residents believe that the local community has a responsibility to care for all its members, while others believe that homeless people need to take greater responsibility for their own lives and not be dependent on the good will of others.



## Know your rights (Years 9–10)

Students refer to the United Nations Declaration of Human Rights when attempting to resolve situations where human rights are not respected



Learning objects	LO ID	Years
Know your rights: three missions	1347	7–8
Know your rights: five missions	1348	9–10

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Know your rights: three missions

In this version of Know your rights for younger students, students address injustice in three situations by referring to the UN Declaration of Human Rights.

### Know your rights: five missions

On a journey from Margaret River to Broome to attend a music festival, students encounter five situations in which human rights are being withheld from an assortment of characters, including a truck driver, fruit pickers, tour operators and a young pickpocket. In an engaging game format, students draw on the UN Declaration of Human Rights to resolve issues of injustice and suffering while attempting to earn money and reach their destination in time.

## *Australia in the world*

The Australia in the world set of learning objects develops understandings about past, present and possible future Australian relationships with the rest of the world. It investigates Australia's involvement with significant global issues and the importance of the rights and responsibilities of global citizenship.

The Australia in the world learning objects released to date have are grouped into the following series.

### **Going to school** (Years 3–4)

In the Going to school series students explore and compare school life in different locations in Australia and other parts of the world. By reflecting on similarities and differences they are prompted to consider how personal identity is shaped by the physical and social environment.



Learning objects	LO ID	Years
Going to school: two cities of the world	2711	3–4
Going to school: two regions of the world	2712	3–4
Going to school: two regions in Australia	2713	3–4

#### **Going to school: two cities of the world**

Students discover what life is like for students at schools in other places by exploring an urban school in Perth, Western Australia and another in Copenhagen, Denmark. With the help of two fictional student characters at the schools, students identify similarities and differences between school life in the two cities using an interactive notebook that provides feedback. Students are prompted to compare life at the two schools with their own school experiences and to reflect on how personal identity is shaped by the physical and social environment.

A summary table of the comparisons between the two school experiences with the student's own experiences and reflections can be printed.

**Going to school: two regions of the world**

Students compare school life in a remote school in South Australia with another in Indonesia.

**Going to school: two regions in Australia**

Students compare school life in suburban Sydney with another in regional Tasmania.

## Points of origin (Years 7–8)

In Points of origin series students compare the prices and quality of everyday items available on the global market and identify the countries of origin from which the raw materials used in their manufacture are sourced.

Learning objects	LO ID	Years
Points of origin: budget mountain bike	2675	7–8
Points of origin: budget outfit	2676	7–8
Points of origin: budget hamper	2677	7–8
Points of origin: quality mountain bike	2678	7–8
Points of origin: my mountain bike	2679	7–8
Points of origin: my outfit	2680	7–8
Points of origin: my hamper	2681	7–8

This series contains non-TLF content. See Acknowledgements in the learning objects.

The Points of origin series contains three subseries: budget, my and quality mountain bike.

### Points of origin: budget subseries

In the learning objects from the budget subseries students are presented with a challenge to assemble the cheapest mountain bike, outfit or food hamper they can selecting components from countries around the world.

On a screen featuring a selection of components and a map of the world, students choose particular items, eg, wheel set, sunglasses or feta cheese, and are provided with a choice of four countries from which they can purchase the component. Information is provided about the quality and price of the items from each country and students are prompted to choose the cheapest. Having selected the components, students assemble the mountain bike, outfit or hamper and complete a Product Release form, on which they summarise the origin and cost of the various elements.



Finally, students return to the map of the world, where they trace the countries of origin of the raw materials used to make each item.

**Points of origin: quality mountain bike subseries**

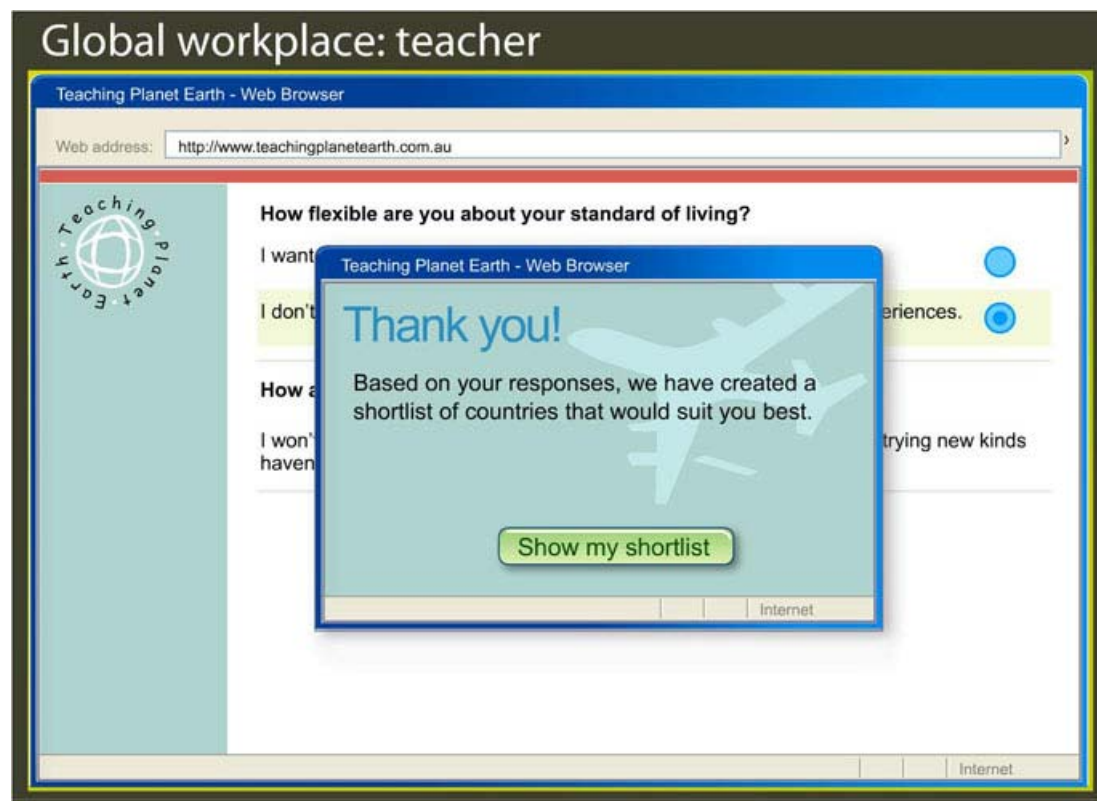
In this learning object from the Quality: mountain bike subseries, students follow a similar design to those featured in the Points of origin: budget subseries but are prompted to select the best quality parts available for a mountain bike.

**Points of origin: my subseries**

Learning objects in the 'my' subseries follow a similar design to those featured in the Points of origin: budget subseries, although students are not prompted to select the cheapest or best quality items; they are free to select the components they prefer.

## Global workplace (Years 9–10)

Each year many young Australians choose to work overseas. In the Global workplace series students identify examples of cultural characteristics that affect work practices in other countries, and compare cultural traditions and work practices with their personal preferences.



Learning objects	LO ID	Years
Global workplace: teacher	2682	9–10
Global workplace: civil engineer	2683	9–10
Global workplace: chef	2684	9–10
Global workplace: web designer	2685	9–10
Global workplace: accountant	2686	9–10
Global workplace: journalist	2687	9–10
Global workplace: nurse	2688	9–10
Global workplace: graphic designer	2689	9–10
Global workplace: veterinarian	2690	9–10

This series contains non-TLF Content. See Acknowledgements in the learning objects

In this series, students have the opportunity to apply for work in nine vocations overseas. After registering with an international recruitment agency, students indicate their preferences and attitudes towards various cultural and workplace practices in a questionnaire. The information is processed and students are informed of the countries they are best suited to, eg, Mexico. After reading a profile of the matching countries, students are prompted to consider why they were not regarded as being suitable to work in other countries, eg, England. They are directed to their responses on the questionnaire that precluded them from some countries and invited to answer the questions differently.

Finally, students complete a quiz that challenges them to identify attitudes and attributes that are helpful for people intending to participate in the global workplace.

## Resort rescue (Years 9–10)

In the Resort rescue series, students consider the long-term environmental, social and economic effects of development at a beach resort over the past 15 years. They then compare the merits of different environmental management solutions and recommend and evaluate their solutions.



Learning objects	LO ID	Years
Resort rescue: coastal protection	2691	9–10
Resort rescue: freshwater use	2692	9–10
Resort rescue: water sports	2693	9–10
Resort rescue: over development	2694	9–10
Resort rescue: off-road vehicles	2695	9–10

In each Resort rescue learning object students view snapshots of the deterioration of the environment over the past 15 years, identify the cause of the problem, then choose a solution that will fulfil the demands of the triple bottom line, ie, it must benefit the community, be economically viable and good for the environment, both now and in the future. Students have opportunities to observe the consequences of three proposed solutions and can interrogate data to validate or revoke each one.

## Green machine (Years 9–10)

In the Green machine series, students investigate the connection between a vehicle's features and its greenhouse gas emissions and assemble a vehicle that meets specific targets for fuel consumption. Students are required to consider the responsibilities of Australian drivers within the context of global warming and its possible effects on planet Earth.



Learning objects	LO ID	Years
Green machine: sedan	2699	9–10
Green machine: four-wheel drive	2700	9–10
Green machine: sports car	2701	9–10
Green machine: luxury car	2702	9–10
Green machine: ute	2703	9–10
Green machine: hatchback	2704	9–10

In this series of six learning objects, students design and build a vehicle, selecting the body size, engine, fuel type and accessories from a variety of options. They are provided with green tips for each option, allowing them to consider the benefits of smaller, more fuel efficient engines. Each learning object offers a different type of vehicle for students to build.

Having assembled their vehicle, students are prompted to compare the fuel efficiency and greenhouse gas emissions of their car with a target agreed upon by the Australian Government and the Australian motor vehicle industry. The learning object automatically graphs the fuel consumption and greenhouse gas emissions of vehicle configurations. If their car produces emissions above the target, they rebuild it to reduce its impact on global warming.

These learning objects test understanding of key concepts through multiple-choice questions. Students are prompted to suggest ways that Australian drivers can reduce vehicle



emissions and to reflect on the obligations of drivers in wealthy nations. An option to print the green tips and student reflections is available.